DOCUMENT RESUME

ED 235 230 TM 830 653

AUTHOR Arocena, Martin; Curtis, Jonathan J.
TITLE Gifted and Talented Program, 1982-83. Final Technical Report [and Appendixes].
INSTITUTION Austin Independent School District, Tex. Office of Research and Evaluation.
SPONS AGENCY Texas Education Agency, Austin.
REPORT NO AISD-ORE-82.41; AISD-ORE-82.72
PUB DATE 83
NOTE 153p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Academically Gifted; *Data Collection; Evaluation Methods; Independent Study; Inservice Education; Intermediate Grades; Professional Training; *Program Evaluation; *School Districts; *Special Education; Study Skills
IDENTIFIERS *Austin Independent School District TX

ABSTRACT

During the 1982-83 school year the Austin Independent School District served 2,212 students in grades Kindergarten-12 with 173 programs of gifted and talented education in 23 subject areas. This report is a description of the Gifted and Talented Program of the District and a summary of the major evaluation findings for the 1982-83 school year. This includes a summary of the identification procedures, curriculum development, evaluation tasks, parental involvement, and inservice training. The evaluation findings are presented, as appendixes, in the accompanying Program Component. This section contains the purpose of, procedures for, and findings from each instrument employed in the collection of data relevant to the major decisions and evaluation questions. It includes (1) independent studies evaluation form, (2) leadership program, (3) workshop evaluation form, (4) teacher survey, (5) administrator survey, (6) parent survey, (7) student survey, and (8) activities of the gifted and talented education teachers. The appendixes are included to be used as a technical reference for those interested in replicating or studying the research and evaluation associated with the project. (PN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED235230

FINAL TECHNICAL REPORT:

GIFTED AND TALENTED PROGRAM,

1982-83.

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

F. Holley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

Martin Arocena, Ph.D.
Evaluator

Jonathan J. Curtis, Ph.D.
Senior Evaluator

Teri Greenwood
Secretary

FINAL TECHNICAL REPORT:

GIFTED AND TALENTED PROGRAM,

1982-83.

Approved:

Freda Holley

Freda Holley, Ph.D.
Director, Research and Evaluation.

Acknowledgement and Disclaimer

Portions of the project presented or reported herein were performed pursuant to a grant from the Texas Education Agency. However, the opinions expressed herein do not necessarily reflect the position or policy of the Agency, and no official endorsement by the Agency shall be inferred.

TABLE OF CONTENTS

Program Staff iii

Introduction. iv

Final Report. v

Appendix A. Independent Studies Evaluation Form. A-1

Appendix B. Leadership Program B-1

Appendix C. Workshop Evaluation Form C-1

Appendix D. Teacher Survey D-1

Appendix E. Administrator Survey E-1

Appendix F. Parent Survey. F-1

Appendix G. Student Survey G-1

Appendix H. Activities of the Gifted and Talented Education Teachers H-1

PROGRAM STAFF

Terry Masters
Coordinator, Gifted and Talented

Sandra Sussman
Counselor

Kathryn Johnson
Program Manager

Jane King
Program Manager

Judie Stewart
Program Manager

Richard Abbondanzio
Teacher

Susan Browne
Teacher

Nell Neunhoffer
Secretary

Vicki Partin
Teacher

B. Anna Pedroza
Teacher

Sharon Rogers
Aide

Donna Tucker
Teacher

Gail Tucker-Mills
Teacher

Donna Vliet
Teacher

INTRODUCTION

This publication includes the Final Report and the Technical Report of the Gifted and Talented Program.

The Technical Report contains the purpose of, procedures for, and findings from each instrument employed in the collection of data relevant to the major decision and evaluation questions of the 1982-83 Gifted and Talented Program.

The Technical Report is not intended to be a document for widespread circulation, but rather a technical reference for those interested in replicating or studying the research and evaluation associated with the project.

82.72

FINAL REPORT

Project Title: Gifted and Talented Program

Contact Persons: Martin Arocena and Jonathan J. Curtis

Major Positive Findings:

1. A required districtwide inservice training for teachers in grades 4, 5, and 6 was conducted. It is the first time in this District that a major inservice was organized to train teachers on topics of Gifted and Talented Education.

2. The Independent Study Kit was disseminated districtwide. Overall, teachers who used the kit indicated the materials were useful in aiding the development of independent study skills.

Major Findings Requiring Action:

1. The Office of Gifted and Talented Education stated three objectives related to independent studies and leadership. Two of these three objectives were not met. The third was partially achieved. Careful consideration should be given to the statement of objectives.

2. Data from a Parent Survey indicate that parents, after the initial presentation of the Gifted and Talented Program's objectives and goals, are not called back to discuss their children's achievement and/or problems.

3. Emphasis should be placed on continuity of gifted and talented programs from grade to grade and from school to school.

Findings Summary:

Identification Procedures: At present, the District utilizes identification criteria established independently for each program. However, each program must follow the District's requirements of selecting students based on at least three criteria. The District has committed itself through its Forming the Future Plans to developing uniform criteria across the District.

Curriculum Development: The District's Office of Gifted and Talented Education developed a set of materials to teach and guide students involved in independent studies. The Independent Study Kit was disseminated districtwide. Overall, teachers who used the kit indicated the materials were useful in aiding the development of independent study skills.

Evaluation: The evaluation tasks of the Program included, among other activities, the collection of data on the areas of independent studies and leadership. Students who participated in the Independent Study Program were evaluated by the directing teachers on the steps of the Project's process, on a scale from 1 (negative pole) to 10 (positive pole). Examples of the steps evaluated are "the adequacy of the research method selected" and "the product developed." The results obtained indicate that the group of students involved in the Independent Study Program obtained an average of 7.5 points per item evaluated, and 50% of the students scored an 8 or better. However, the objective stated by the Office of Gifted and Talented Education was not met.

Participants in the Junior High Leadership Program were evaluated by the school counselors who were in charge of implementing the Program. The statistics obtained show that the counselor ratings of the leadership students at Junior High school average approximately 4 on a scale of 1 to 5, where 5 is the optimum value. The percentage of students scoring 4 or 5 points was less than 90% for each item. Therefore, this Project objective was not met.

Participants in the High School Leadership Program were evaluated by the Program coordinator on a scale of 1 to 5, where 5 indicated mastery of certain skills developed in the Program and 1 was "not mastered." Results indicate that the group of six students evaluated obtained an average of 4.5 or better on five of the seven skills evaluated.

Parental Involvement: The District's Gifted and Talented Office organized a series of five workshops for parents of gifted students. The topics covered included an introduction and general orientation to the District's Gifted and Talented Program, a presentation on some specific areas of giftedness, and presentations by guest speakers on issues related to parenting gifted children. On the average, the meetings were attended by 40 parents.

Inservice Training: The Office of Gifted and Talented Education of the District organized an inservice training day required for all District teachers in grades 4, 5, and 6. The inservice was attended by approximately 535 teachers and support personnel. Overall, participants rated the workshops with an average rating of 5 on a scale of 7 points, where 7 was the maximum positive value.

Evaluation Summary:

The following is a description of the Gifted and Talented Program of the District and a summary of the major evaluation findings for the 1982-83 school year. The findings will be presented by Program component. Descriptions of the instruments used and procedures followed for the evaluation of the Program are reported in 1982-83 Gifted and Talented Program, Final Technical Report, Publication No. 82.41.

DESCRIPTION OF THE PROGRAM

HOW WERE GIFTED AND TALENTED STUDENTS SERVED?

The educational needs of the gifted and talented students in the District were served by two types of programs. The majority of the gifted and talented classes were planned by teachers at the school level on a volunteer basis. Each teacher interested in having a special class for gifted students submitted a program plan to be reviewed by the principal of the school, the coordinator of Gifted and Talented Education, and the Assistant Superintendent for Elementary Education. The program plans included a description of the educational objectives to be attained, the selection procedure, a list of activities, and a list of resources needed. These classes were subject specific.

The second type of Gifted and Talented Program consisted of programs organized and taught by itinerant teachers whose area of specialization was Gifted and Talented Education. The itinerant teachers also submitted program plans. However, their programs were implemented at various schools. In general, these teachers served the needs of gifted students in special areas of giftedness such as high-level thinking, general intellectual ability, leadership, and future problem solving. There were eleven teachers whose job was to teach special classes for gifted and talented students in the various schools of the District.

Lands I Have Visited

I have been to the land where unicorns roam free. Yes, pearly white unicorns do exist for dreamers. But for the skeptics, these are only myths.

In the land of the unicorn, everything is healthy and green. Trees dance in the wind and flowers wave to each other. There is a castle on the hillside made of ivory where the Lord of Love rules. The citizens in this kingdom have no weapons, for they are peace lovers.

I have also been to the land of mermaids where the soft silky water touches you ever so gently. Mermaids and waterbabies swim and play in their kingdom of coral and their garden of sea grapes and sea peaches. Waterbabies play chase with the dolphins and hide and seek with the fishes. Riding horseback on the seahorse is their favorite game.

My favorite land is the land of the rainbow. My best friend is the rainbow's daughter. We have picnics together and eat mist cakes and dew drops. We ride beautiful winged horses that dance through the sky. I love bouncing on the soft white puffy clouds and playing tag with the skybabies.

I have been to all the wonderful, magical lands where mermaids and unicorns exist. I have seen waterbabies and skybabies play in the palace of magic, for I am one of the few, the dreamers.

Natasha Dennis
Grade 6, Zavala

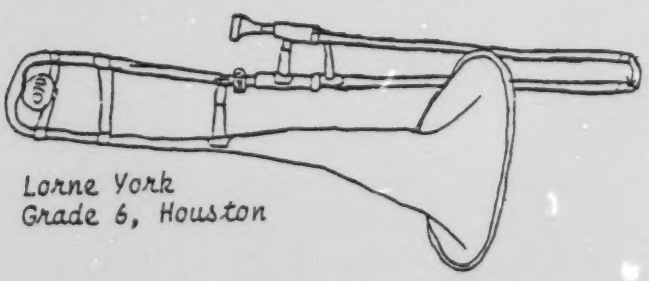
HOW MANY GIFTED AND TALENTED CLASSES WERE THERE, AND IN WHAT SUBJECTS?

During the 1982-83 school year the District served 2212 students in grades K-12 with programs of Gifted and Talented Education. There were 173 program plans filed with the Gifted and Talented Program Office. Figure 1 shows the number of classes by subjects and level of schools.

	Subject, Gifted/Talented Area	Elementary	Junior High	High School
1.	Independent Studies	36	-	-
2.	Language Arts and LA/SS	25	2	1
3.	Art Museum Visits	18	-	-
4.	Math	11	-	9
5.	Computer Literacy	7	6	-
6.	General Science	7	1	3
7.	Music	10	-	-
8.	Symphony	7	-	-
9.	Future Problem Solving	3	2	1
10.	Art	1	1	2
11.	Leadership	-	3	1
12.	Social Studies	1	1	1
13.	Journalism	1	1	-
14.	Chemistry	1	-	1
15.	Creative and Productive Thinking	1	-	-
16.	Drama	-	-	1
17.	Environmental Science	-	-	1
18.	English	-	-	1
19.	French	-	-	1
20.	German	1	-	-
21.	History/Literature	-	-	1
22.	Latin	-	-	1
23.	Spanish	1	-	-
Total number of programs		131	17	25

NOTE: The leadership program at the high school level included students from several District schools.

Figure 1. COUNT OF GIFTED AND TALENTED CLASSES BY SCHOOL LEVEL.



SELECTION PROCEDURES

HOW WERE PARTICIPANTS SELECTED?

At present, the District utilizes gifted and talented identification criteria established independently for each program. However, flexibility in the establishment of selection criteria is restricted by District and State guidelines. Every program must have a selection procedure which includes three criteria, and this procedure must be explained to parents and students. The criteria for selection thus far have depended on the type of program, the area of giftedness focused on, and the individual responsible for the program. In general, teachers used personal interviews, demonstrated ability, achievement test scores, and scores on tests of creativity to select students. The District has committed itself to developing uniform criteria. The recommendations of Forming the Future, a committee of concerned citizens who set goals for the future in various aspects of education in the District, were the following:

1. Develop a districtwide identification procedure and eligibility criteria.

2. Provide at each campus for continuous identification and placement of eligible children, supported by a computerized central student data management system.

Work in this area has begun, but the uniform criteria are not yet established.

Jeremy Sternberg
Grade 6, Brooke

CURRICULUM DEVELOPMENT

WHAT INSTRUCTIONAL MATERIALS WERE DEVELOPED BY THE OFFICE OF GIFTED AND TALENTED EDUCATION?

The District's Office of Gifted and Talented Education developed a set of materials to teach and guide students involved in independent studies. Thirty-six teachers in grades 3 - 6 used the Independent Study Kit with approximately 360 students. These teachers were asked to provide comments on the kit. According to the comments received, the kit was well organized and provided the students with good ideas. Some representative comments are:

> "The research skills and types of study that the kit provides are essential and well developed for use and understanding."
>
> "The thorough organization of the eight basic steps makes the kit a great teaching tool."

Some teachers also gave suggestions for improvement. In general, they referred to specific details of the kit, such as the numbering of pages and providing more directions to teachers on how to use the kit. Examples of the suggestions are the following:

> "It is very difficult to keep the 'gathering information' section organized because all the various topics are numbered separately and all are the same color. Also, it was difficult to use the kit to teach the whole class (16 students) at once. It seems more efficient to teach the whole class, especially at the beginning of independent study."
>
> "Develop a Teacher's Guide."

Staff from the Office of Gifted and Talented Education developed a set of flash cards to accompany the fifth-grade basal reader. These cards include high-level thinking questions. The materials will be disseminated during the 1983-84 school year.

Wind

Wind's burning breath
Sweeps across the countryside
Sweltering, wailing
Whistling an unforgetable tune
Never again to return?

Thais Davenport
Grade 6, Brooke

Mark Rutledge
Grade 6, Houston

EVALUATION

WHAT WERE THE STUDENT OBJECTIVES?

The evaluation component included, among other activities, the collection of data and analyses on the Independent Studies and Leadership Programs. The purpose of evaluating these activities was to validate the objectives stated on the proposal submitted to TEA. There were two student objectives:

1. 90% of the students will receive a rating of 8 or better on a scale from 1 to 10 on each of the 8 steps in the independent learning process as well as on the final product, as judged by the teachers, the audience, and the student.

2. 90% of the students involved in the Leadership Programs will receive a rating of 80% or better as judged by teachers, students, and those affected by the outcome, using established criteria.

WERE THE STUDENT OBJECTIVES MET?

INDEPENDENT STUDIES

Students who participated in the Independent Studies Project were evaluated by their directing teachers using the Independent Studies Evaluation Form. This instrument was designed by ORE and consisted of three parts. Part A was used to identify the grade and school of the student. Part B consisted of eight items which represent steps in the process of conducting an independent study such as selection of method of study, product developed, and presentation. A 10-point scale was designed to evaluate each of the eight steps. Each scale has a set of antonymous adjectives as opposite poles. Finally, the third part consisted of two open-ended questions requesting information on the Independent Studies Kit.

Results indicate that the average obtained by the group of students in the Independent Studies Program was seven points or better for each of the items. However, on none of the items did 90% of the students obtain eight or more points. Thus, the objective for the program was not met. Judging from the percentages attained, the objective, as defined, was not realistic for this component. 1982-83 was the first year of use of the Independent Studies Kit. Therefore, the results obtained may be taken as the baseline to establish achievement objectives in the future.

LEADERSHIP PROGRAMS AT THE JUNIOR HIGH SCHOOL LEVEL

Students who participated in the Leadership Program were evaluated at the junior high level by school counselors who were in charge of implementing the program. The evaluation form was based on the objectives defined at the beginning of the year in the program plans. For example, one of the skills measured was the ability to communicate ideas to others in a skillful manner. A scale of five points was used.

Results indicate that counselors' ratings of the leadership students at the junior high school level average approximately 4 on a scale from 1 to 5, where 5 was the value indicating that the skill was mastered. After analyzing the data collected, it was found that the objective stated by the Office of Gifted and Talented Education was not met. Judging from the statistics obtained, the objective stated appears to be unrealistic.

LEADERSHIP PROGRAM AT THE HIGH SCHOOL LEVEL

A Leadership Program called Austin Council for Tomorrow was implemented at the high school level. The participants represented all the District's high schools. The members of the council selected a problem in the community and worked jointly constructing, implementing, and evaluating a plan of action. Participants began this particular project, alternative housing for the elderly, in February 1982.

At the end of the project, May 1983, each student was evaluated by the project coordinator on eight skills developed through project participation. A scale of five points was used, with 5 indicating that the skill had been mastered and 1 indicating no development. Some examples of the skills evaluated are goal setting and effective group communication. Results show that the group of six students evaluated obtained an average of 4.5 points or better on all the skills evaluated except one. The average for group management strategies was 3.8 points. The Program objective for the Leadership Program at the high school level was partially achieved. Program students met the objectives in seven of the eight items evaluated.

What A Kid Wouldn't Say

If you asked a boy if he likes snow.
He'd probably never say no.
On a snowy day a kid would never say,
"I don't want to go out and play today."
Kids go with snowflakes like milk goes with cornflakes.
So say HELLO to a snowy day.

Dane Caruthers
Grade 4, Winn

INSERVICE TRAINING

WHAT INSERVICE TRAINING DID TEACHERS RECEIVE?

The Offices of Gifted and Talented Education and Staff Development organized an inservice training day required for all District teachers in grades 4, 5, and 6 to familiarize the District's teachers with:

- procedures for the identification of gifted and talented students,
- strategies to teach gifted and talented students,
- high-level thinking questioning,
- and the resources available in the District to support gifted and talented education.

The inservice was attended by approximately 535 teachers. The day was divided into two sessions, morning and afternoon. Each session consisted of six groups with identical agendas.

Participants of the inservice were asked to evaluate the overall inservice session as well as various aspects of the workshop such as clarity of objectives, materials presented, content, pace, and knowledge gained. Space was provided for open-ended responses identifying strengths and weaknesses of the inservice training provided.

The following findings come from the teacher evaluation:

- The obtained average value for knowledge gained was 4.74 on a scale from 1 to 7 where the latter was the optimum value expected. The poles of the scale were "negligible" and "significant."
- The average rating for the overall workshop was 5.11 on a scale of seven points where seven was the optimum value. The poles of the scale were "excellent" and "poor."

The results seem to indicate that most teachers perceived the training as valuable to them. However, the results obtained were below the values expected by the organizing staff. The fact that the inservice was required may have had something to do with this finding.

Among the specific points mentioned by the respondents as valuable were:

- strategies to teach gifted and talented students,
- curriculum activities specifically designed for gifted and talented students,
- and descriptions and instructions on how to use the Torrance Test of Creativity.

Two areas were mentioned frequently as needing improvement. They were:

- repetition of activities and ideas learned in other inservice training workshops,
- and the required nature of the event.

My dog.
Kippy.
He is sleeping. It was the only time I could get him to stay still for enough time to draw him.

Tracy Jennings
Grade 4, Houston

Daisy

One ear forward,
One ear back,
Here comes Daisy
White and black,
Masked and spotted
from head to tail,
She barks at the person
who brings the mail.

Whenever she feels
a cool breeze
she sits down
under
the
trees
The only bad thing
about Daisy is that
she has fleas.

Katie Koch
Grade 4, Zavala

PARENTAL INVOLVEMENT

HOW WERE PARENTS INVOLVED IN GIFTED AND TALENTED EDUCATION?

The District's Office of Gifted and Talented Education organized a series of workshops for parents of gifted and talented students. The first workshop was a general orientation meeting for parents about the District's Gifted and Talented Program and the resources available. During this meeting, teachers who were in charge of managing the Program for gifted and talented students were presented. There were also two meetings where staff from the Gifted and Talented Office presented some of the specific programs and components of the Gifted and Talented Program such as high-level thinking, and creative problem solving. Finally, there were two presentations made by noted speakers of the community where the issues of parenting the gifted and talented child where addressed. The five workshops were attended by an average of forty parents each.

Responses to a parent survey designed by Texas Education Agency provide some information about parental involvement. This survey was administered only to parents of students in Gifted Programs in grades 5, 7, and 9. There were 504 surveys sent; however, only 32% (163) were completed and returned. The following findings come from that source:

- Sixty percent (97 of 163) of the parent respondents said they had been invited to visit the Program and had been given the opportunity to visit with the Program teacher. However, 53 parents of 163 (33%) said they had not, and 13 parents (7%) did not address the item.

- Twenty-nine percent (47 of 163) of the parents who returned the questionnaire said they attended parent activities related to problems, needs, and programs of the gifted and talented students. However, 111 (68%) said they did not attend, and 37 (23%) did not address the item.

- Ninety percent (146 of 163) of the parents who returned the survey said they would like their children to continue in the Gifted and Talented Program. Only 13 parents (8%) said they would not, and 4 parents (2%) did not answer the question.

The information collected on parental involvement seems to indicate that the parental involvement component of the Gifted and Talented Program would be enhanced if the following recommendations are implemented.

- Continue with the organization of parent workshops related to specific areas of giftedness and parenting gifted and talented children. The topics seem to be relevant to the interests of the parents.
- Have teachers in Gifted and Talented Programs meet parents more often to explain the goals of the Programs, and to provide follow-up information to them throughout the year.
- Increase the circulation of the Program's newsletter to include all parents of students in Gifted and Talented programs.
- Identify strategies to assure that other parents who may not be involved in the Program have ways to receive information.

BIBLIOGRAPHY

Arocena, Martin A. and Curtis, Jonathan J. GIFTED AND TALENTED PROGRAM: 1982-83 Evaluation Design. Austin, Tx.: Office of Research and Evaluation (Pub. No. 82.27), Austin Independent School District September 1982.

The evaluation design describes the evaluation plan for the Gifted and Talented Program for the 1982-83 school year. It includes the decision and research questions addressed, the sources of information, and an identification of the instruments to collect data.

Arocena, Martin A. and Curtis Jonathan J. FINAL TECHNICAL REPORT: Gifted and Talented Program 1982-83. Austin, Tx.: Office of Research and Evaluation (Pub. No. 82.72), Austin Independent School District, June 1983.

The technical report includes a description of each instrument used to collect data, a statement of the purpose for each activity, the procedures followed to collect data, and the results obtained for the evaluation of the Gifted and Talented Program.

Students' words and pictures included in this volume were borrowed from the Office of Gifted and Talented Education's compilation of expressions, "A Touch of Class," Volume 2, Spring, 1983.

GIFTED AND TALENTED PROGRAM

APPENDIX A

INDEPENDENT STUDIES EVALUATION FORM

INSTRUMENT DESCRIPTION:

INSTRUMENT DESCRIPTION:

Brief Description of the instrument:
The Independent Studies Evaluation Form consists of three parts. Part A identifies the student's grade and school. Part B consists of eight items which represent steps in the process of conducting an independent study project. A 10 point scale was designed to evaluate each of the eight steps. Each scale has a set of antonymous adjectives as poles. Finally, the third part consists of two open-ended questions requesting information on the Independent Studies Kit.

To whom was the instrument administered?
To teachers who requested the Independent Studies Evaluation Form from the Office of Gifted and Talented Education.

How many times was the instrument administered?
Only once.

When was the instrument administered?
The Independent Studies Evaluation Form was sent to teachers directing study projects on May 9, 1983.

Where was the instrument administered?
Teachers evaluated students at their schools.

Who administered the instrument?
ORE mailed the forms to teachers. The instrument is self-administered.

What training did the administrators have?
Not applicable.

Was the instrument administered under standardized conditions?
Unknown.

Were there problems with the instrument or the administration that might affect the validity of the data?
Unknown.

Who developed the instrument?
The instrument was developed by ORE based on information received from the Office of Gifted and Talented Education.

What reliability and validity data are available on the instrument?
None.

Are there norm data available for interpreting the results?
There are no norm data interpreting results.

Independent Studies Evaluation Form

Purpose

An evaluation form was designed by ORE to address the following decision and research questions:

Decision Question D1: What components of the present District effort, if any, should be modified or deleted? Should any component be added?

Evaluation Question D1-15: Was the stated objective attained for students involved in the Independent Study Program?:

90% of the students will receive a rating of 8 or better on a scale of 1 to 10 on each of the 8 steps in the independent learning process as well as the final product as judged by the teachers, the audience, and the student.

Evaluation Question D1-19: Is the Independent Study Kit used by teachers of the gifted/talented students? Does it meet a need for instructional materials for gifted/talented students? Should it be modified?

Procedures

The Gifted/Talented Education Office developed, during the 1981-82 school year, a set of materials to teach and guide students interested in completing an independent study project. The set of materials was called the Independent Study Kit and it was sent to teachers and librarians of the District who requested it.

The Gifted/Talented Office of the District set an achievement objective for students conducting independent study projects. It is presented in the purpose section of this appendix. To validate this objective, ORE designed the Independent Studies Evaluation Form. It is based on information provided by the G/T Office.

The Independent Evaluation Form was mailed to District teachers and librarians who reported using the kit and who had students conducting projects in grades three to six. Each directing instructor completed one form for each of the students under his/her supervision.

The Evaluation Form consists of three parts:

- Identification items.
- Evaluation of processes and outcomes of the independent study project.

o Teacher comments on the Independent Study Kit.

Each part will be described as follows:

A. Identification items.

The students evaluated remained anonymous. However, evaluating teachers were asked to report the student's school and grade.

B. Processes and Outcomes of the Independent Study Project.

This section consisted of eight items which represent steps in the process of conducting an independent study project, such as research questions selected and collection of information, among others. A 10 point scale was designed to evaluate each of the eight steps. Each scale has a set of antonymous adjectives as poles. Teachers were asked to circle the number on the scale that reflected the student's performance, according to their own judgement.

C. Teacher Comments on the Study Kit.

To collect information on the Independent Study Kit per se, teachers were asked to identify, in their opinion, the best aspects of the kit, and make suggestions for improving the materials.

A copy of the Independent Study Form is included in this appendix as Attachment A-1.

After evaluating the participating students, directing teachers sent the completed forms to the ORE for tabulation of results and analyses.

Results

HOW MANY EVALUATION FORMS WERE RETURNED?

At the end of the school year, 134 completed forms were sent to ORE for tabulation and analyses.

Figure A-1 presents the breakdown by grade of the students evaluated, and Figure A-2 shows the number of forms received by school.

Grade	Number of Students	Percentage
Third grade	3	2 %
Fourth grade	38	28 %
Fifth grade	32	24 %
Sixth grade	48	36 %
Not classified	13	10 %
Total	134	100 %

FIGURE A-1. COUNT BY GRADE OF THE INDEPENDENT STUDIES EVALUATION FORMS RETURNED.

School	N. of evaluation forms received
Barrington	1
Becker	17
Campbell	1
Gullet	28
Langford	7
Read	18
S. Houston	8
Odom	2
Matthews	13
Webb	13
Sánchez	5
Winn	16
Unidentified	5
Total Students	134

FIGURE A-2. NUMBER OF COMPLETED EVALUATION FORMS RETURNED BY SCHOOL.

Was the Achievement Objective Met?

To validate the objective for the independent studies program, two statistical analyses were conducted, computation of descriptive statistics and the frequency of scores above 7, item by item. Figure A-3 presents the descriptive statistics.

Item	N	Average	SD	SE
1. Organization of the topic	134	7.34	1.87	.161
2. Research Questions Selected	134	7.35	1.86	.161
3. Method of Study	134	7.46	1.67	.144
4. Use of Resources	134	7.27	1.81	.157
5. Collection of Information	134	7.50	1.87	.162
6. Product Developed	118	7.65	1.75	.161
7. Presentation of Project	118	7.56	2.04	0.188
8. Overall Evaluation by Directing Teacher	134	7.32	1.87	0.16

FIGURE A-3. DESCRIPTIVE STATISTICS BY ITEM OF THE INDEPENDENT STUDIES EVALUATION.

The results shown in Figure A-4 indicate the number of students who scored an eight or better on each of the items of the Evaluation Form.

Item	N of students with a score of 8 or more	Percent of Total
1. Organization of the topic.	71	53%
2. Research questions selected.	75	56%
3. Method of study.	74	55%
4. Use of resources.	65	49%
5. Collection of information.	71	53%
6. Product developed.	72	61%
7. Presentation of the project.	70	59%
8. Overall evaluation by directing teacher.	69	51%

FIGURE A-4. NUMBER OF STUDENTS WHO SCORED 8 OR MORE ON EACH ITEM OF THE INDEPENDENT EVALUATION FORM.

The results obtained and presented above indicate that the objective stated for this Program by the Office of Gifted and Talented Education was not met. Judging from the percentages attained, the objective, as defined, was not realistic for this component. 1982-83 was the first year of implementation of the Independent Studies Kit. Therefore, the results obtained this year may be taken as the baseline to establish achievement objectives in the future.

Was the Independent Study Kit used by teachers of the gifted and talented students?

A roster of all the teachers and librarians who requested the Independent Study Kit was provided by the Office of Gifted and Talented Education. Each listed instructor was contacted by telephone and asked three questions, 1) were they using the Kit?, 2) if they were, at what grade level?, and 3) with how many students? Thus, it was found that 36 teachers in grades K-6 were using the Kit with 392 students.

Does the Independent Study Kit meet a need for gifted students? Should it be modified?

There were twelve teachers who shared their views on the merits of the kit. In general, these teachers had a favorable opinion. The following aspects of the kit were mentioned by the responding teachers:

"The numerous avenues pointed out to the children every step of their chosen project."

"Having everything in one place so students can browse through as needed."

"Selecting and organizing the topics are excellent."

"Challenging to highly skilled students. It offers unlimited subject matter."

"Teaches the students other ways to use information."

"Provides a research mode."

"Students learn basic skills of letter writing, research, etc."

"The research skills and types of study that the kit provides are essential and are well developed for use and understanding."

"The ideas given and the way research skills are broken down."

"The thorough organization of the eight basic steps makes the kit a great teaching tool."

"The big Book of independent study provided good practice of skills."

Some teachers also gave suggestions for improvement. All of these suggestions are presented below.

"It is very difficult to keep the 'gathering information' section organized because all the various topics are numbered separately and all are the same color. Also, it was difficult to use the kit to teach the whole class (16 students) at once. It seems more efficient to teach the whole class, especially at the beginning of independent study."

"My main complaint is that most of the children had a hard time following through with what they said they wanted to do. By the end, the independent study project became a chore to complete, not fun to finish. Next year I think they'll have a better idea of what is expected."

"More examples of types of higher level questions that would lead to varied methods of study."

"Training for teaching using kit for the first time. I loved using the program though I learned with my students."

"Section on making note cards."

"Provide a g/t teacher to work with all gifted kids simultaneously while they use the kit."

"Needs more teacher direction for usage. It's monotonous/cumbersome for a child to go through independently."

"Develop a corollary to be used with primary (K-3) students."

"Numbering of pages is confusing."

"Develop a Teacher's Guide."

"Maybe make a Level I and Level II kit."

"Include a section which would present to the student the format for written formal reports."

82.41

INDEPENDENT STUDY EVALUATION FORM

THE INDEPENDENT STUDY PROGRAM IS BEING MONITORED WITH INTEREST BY THE DISTRICT AND TEA. THE FOLLOWING FORM WAS DESIGNED TO EVALUATE EACH STUDENT'S INDEPENDENT PROJECT BY THE DIRECTING TEACHER.

YOUR PARTICIPATION IN THIS PROJECT IS GREATLY APPRECIATED BY THE GIFTED AND TALENTED OFFICE AND THE DISTRICT'S ELEMENTARY EDUCATION DEPARTMENT. HOWEVER, THE JOB IS NOT DONE UNTIL THE EVALUATION IS IN. SO.....

PLEASE COMPLETE A FORM FOR EACH PARTICIPATING STUDENT IN GRADES 3 - 6.

GRADE OF STUDENT EVALUATED: 3 4 5 6 SCHOOL: _____

STUDENT'S INITIALS: _____ (The student's identity will remain anonymous. The initials will help the directing teacher to evaluate each student only once.)

A. PROCESSES AND OUTCOMES OF THE INDEPENDENT STUDY PROJECT.

PLEASE CIRCLE THE NUMBER ON THE SCALE THAT REFLECTS THE STUDENT'S PERFORMANCE.

1. ORGANIZATION OF THE TOPIC	WELL-PLANNED	10	9	8	7	6	5	4	3	2	POORLY PLANNED 1
2. RESEARCH QUESTIONS SELECTED	PROBING	10	9	8	7	6	5	4	3	2	TRIVIAL 1
3. METHOD OF STUDY (INTERVIEW, LIBRARY RESEARCH, OBSERVATION, EXPERIMENT, FIELD TRIPS OR OTHERS)	ADEQUATE	10	9	8	7	6	5	4	3	2	INADEQUATE 1
4. USE OF RESOURCES (INFORMANT AND/ OR DOCUMENTS AND MATERIALS)	SKILLFUL	10	9	8	7	6	5	4	3	2	UNSKILLFUL 1
5. COLLECTION OF INFORMATION	RELEVANT TO TOPIC	10	9	8	7	6	5	4	3	2	IRRELEVANT 1
6. PRODUCT DEVELOPED	EXCELLENT	10	9	8	7	6	5	4	3	2	POOR 1
7. PRESENTATION OF PROJECT	EXCELLENT	10	9	8	7	6	5	4	3	2	POOR 1
8. OVERALL EVALUATION BY DIRECTING TEACHER	EXCELLENT	10	9	8	7	6	5	4	3	2	POOR 1

B. OTHER QUESTIONS OF INTEREST TO THE DISTRICT

9. WHAT ARE THE BEST ASPECTS OF THE INDEPENDENT STUDY KIT?

_____

_____

10. MY SUGGESTIONS FOR IMPROVING THE INDEPENDENT STUDY KIT ARE:

_____

_____

THANKS AND HAVE A GOOD SUMMER VACATION !

GIFTED AND TALENTED PROGRAM

APPENDIX B

LEADERSHIP PROGRAM EVALUATION COMPONENT

INSTRUMENT DESCRIPTION:

Brief description of the instrument:

The High School Leadership Form consisted of an objective containing five components. Each of these components was evaluated in terms of a five-point scale where 5 indicated that the skill was mastered, and 1 indicated the skill was not developed. An example of a skill evaluated is the ability to select goals.

To whom was the instrument administered?

To participating students on the Austin Council for Tomorrow.

How many times was the instrument administered?

Only once.

When was the instrument administered?

The evaluation forms were completed during the last week of classes of the 1982-83 school year.

Where was the instrument administered?

In the Gifted and Talented Office.

Who administered the instrument?

The evaluation form was administered by the coordinator of the program.

What training did the administrators have?

Instructions to complete the form were provided by the Office of Research and Evaluation.

Was the instrument administered under standardized conditions?

Unknown.

Were there problems with the instrument or the administration that might affect the validity of the data?

Unknown.

Who developed the instrument?

The Gifted and Talented Office in cooperation with the Office or Research and Evaluation.

Are there norm data available for interpreting the results?

Not applicable.

82.41

INSTRUMENT DESCRIPTION:

Brief description of the instrument:

The Leadership Evaluation Form consists of seven objectives which were stated by the school counselors of the District in cooperation with personnel from the Gifted and Talented Office. Each objective has a five-point scale and it varies from 5 which indicates the skill was mastered to 1, skill not developed.

To whom was the instrument administered?

The instrument was administered to students participating in the leadership program at these three schools:

Murchison, Pearce, and Lamar.

How many times was the instrument administered?

Only once.

When was the instrument administered?

The instrument was administered during the last week of classes of the 1982-83 school year.

Where was the instrument administered?

It was administered at the schools.

Who administered the instrument?

The counselor(s) in charge of the program at each school.

What training did the administrators have?

Not applicable.

Was the instrument administered under standardized conditions?

Unknown.

Were there problems with the instrument or the administration that might affect the validity of the data?

Unknown.

Who developed the instrument?

The objectives were written by the counselors, and the scale used to measure was adopted from the program plan.

Are there norm data available for interpreting the results?

No.

Leadership Project Evaluation Component

Purpose

Evaluation activities were conducted by ORE to address the following decision and research questions:

Decision Question D 1: What components of the present District effort, if any, should be modified or deleted? Should any component be added?

Evaluation Question D1-1: Was the stated objective for students involved in the leadership abilities program for grades 7-8 and 9-12 met?

The objectives stated by the G/T office for the leadership program were the following:

For grades 7 and 8:

90% of the students will receive a rating of 80% or better as judged by teachers, students, self and others affected by the outcome using established criteria.

For grades 9 - 12:

90% of the students will receive a rating of 80% or better as judged by teachers, students and those affected by the outcome using established criteria.

Procedures

To validate these objectives, participants in the leadership program at the junior high school level were evaluated by the counselors in charge of implementing the program. At the high school level, participants were evaluated by the project coordinator who was a teacher from the District's Office of Gifted and Talented Education.

The instrument used to evaluate the participating students in the leadership program was the set of objectives listed in the program plan. A program plan includes a description of the goals and objectives of each class, an explanation of the criteria used to select students, and a declaration of support services needed. These program plans are sent to the Office of Gifted and Talented Education for approval.

The objectives defined in the program plans state skills and/or knowledge that participating students will learn through the activities of the specific program during the school year. The list of objectives is accompanied by the following evaluation scale:

5. MASTERED
4. COMPLETED
3. PARTIALLY COMPLETED
2. INITIATED
1. NOT DEVELOPED

HIGH SCHOOL LEADERSHIP PROGRAM.

A leadership program called Austin Council for Tomorrow was implemented at the high school level. The participants represented all the District's high schools. The members of the council selected a problem in the community and worked jointly constructing, implementing, and evaluating a plan of action. Participants began this particular project, alternative housing for the elderly, in February of 1982.

The objective defined by the project coordinator for the Austin Council for Tomorrow was the following:

> Students in the leadership program, the Austin Council for Tomorrow, will develop skills in the following areas:
>
> 1. leadership rights and responsibilities
> 2. group management strategies
> 3. self-discipline techniques
> 4. effective group communication
> 5. decision making
> 6. goal setting
> 7. public speaking
> 8. research techniques.

Counselors and project coordinators directing the leadership programs completed an evaluation form for each participating student. Once completed, the instructors sent the forms to ORE for tabulation and analyses.

LEADERSHIP PROGRAM AT THE JUNIOR HIGH LEVEL.

The leadership program at grades seven and eight were implemented in the following three junior high schools of the District:

Lamar Junior High
Murchison Junior High
Pearce Junior High

The objectives stated for the leadership program at the junior high level were the following:

1. Identify and evaluate strengths and weaknesses in oneself in regard to the leadership skills listed below and demonstrate an improvement in the weaknesses.

   a. making decisions quickly
   b. accepting criticism
   c. delegating responsibility to others
   d. being able to forsee problems
   e. seeking ideas from others
   f. possessing good self-control
   g. being a good listener
   h. communicating well with others
   i. possessing self-confidence

2. Describe, demonstrate and understand when to use one or more successful methods of leadership. For example:

   a. autocratic
   b. democratic
   c. free-rein

3. Communicate ideas to others in a skillful manner by applying communication skills (listening, speaking, reading, writing) in actual projects selected by the group.

4. Define the purpose of the group and participate in goal selection.

5. Select activities that reflect the goals and purpose of the group.

6. Resolve conflicts in a logical, constructive manner.

7. Demonstrate problem solving ability by utilizing a planning technique such as the one below:

   - identify task
   - collect information and classify
   - analyze facts
   - consider alternate courses
   - select course of action
   - determine and allocate resources
   - evaluate outcomes, products and people involved.

8. Apply leadership skills, communication skills, goal setting skills, decision making skills, conflict resolution skills and public speaking skills in carrying out a "real life" project.

9. Demonstrate leadership skills by preparing for, participating in, and making presentations at districtwide leadership workshops organized by the leadership groups.

Results

HIGH SCHOOL LEADERSHIP PROGRAM.

The Austin Council for Tomorrow is a special leadership program for high school students. Participants in the program develop leadership skills through a hands-on experience. The program is directed by a teacher who acts as project coordinator, but students are allowed flexibility in the selection of a project based on an identified problem in the community, and the means and ways to reach a resolution. The activities of the Council are not limited to the school year. The project "housing alternatives for the elderly" began in February of 1982. Thirteen students were selected to participate in the Council from all District high schools, but only a group of six concluded the project.

Results indicate that the group of six students evaluated obtained an average of 4.5 or better on a 5 point scale on all the skills evaluated by the project coordinator except one. The average for group management strategies was 3.8 points. Figure B-1 shows the statistics for each item.

Item	N	Average	SD	Percentage of Students Who Scored 4 or Above
1. Leadership rights and responsibilities	6	5	0	100%
2. Group management strategies	6	3.8	0.72	66%
3. Self-discipline techniques	6	4.5	0.54	100%
4. Effective group communication	6	4.5	0.54	100%
5. Decision making	6	5	0	100%
6. Goal setting	6	4.8	0.40	100%
7. Public speaking	6	4.16	0.98	66%
8. Research techniques	6	4.66	0.51	100%

FIGURE B-1. DESCRIPTIVE STATISTICS AND PERCENTAGE OF STUDENTS SCORING 4 POINTS OR ABOVE BY ITEM FOR THE AUSTIN COUNCIL FOR TOMORROW.

The student objective stated by the Office of Gifted and Talented Evaluation for the high school level was partially achieved. Program students met the objectives in six of the eight items evaluated. The areas in which the stated level was not achieved were group management strategies and public speaking.

JUNIOR HIGH SCHOOL LEADERSHIP PROGRAM.

Counselors in charge of implementing the leadership program at the three participating junior high schools returned completed evaluation forms for 27 students. Each of these students was evaluated on nine items. Figure B-2 shows descriptive statistics of the data analyzed.

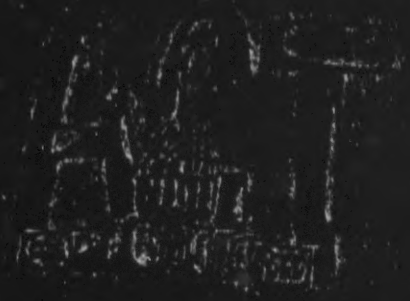
Item	N	Average	SD	Percentage of Students Scoring 4 or Above
1. General leadership skills	27	4.10	.786	82%
2. Understanding and application of several methods of leadership	27	3.85	.803	70%
3. Communication of ideas to others	27	3.96	1.10	89%
4. Group management	27	4.03	.838	85%
5. Decision making	27	4.14	.848	81%
6. Resolution of conflicts	27	3.89	1.06	70%
7. Preparing plans of action	27	4.00	.816	78%
8. Completion of a "real life" project	27	4.10	1.06	74%
9. Public speaking	27	4.07	1.08	70%

FIGURE B-2. DESCRIPTIVE STATISTICS OBTAINED FOR THE JUNIOR HIGH SCHOOL LEADERSHIP PROGRAM.

The statistics obtained show that the teacher ratings of the leadership students at junior high school average approximately 4 on a scale of 1 to 5 where 5 is the optimum value.

After analyzing the data collected, it was found that the objective stated by the Office of Gifted and Talented Evaluation was not met. The percentage of students scoring 4 or 5 points was less than 90% for each item as stated in the objective. Judging from the statistics obtained, the objectives stated appear to be unrealistic.

This appendix includes three attachments. Attachment B-1 includes the pamphlet used to announce the Austin Council for Tomorrow Program. It contains a description of the Project. Attachments B-2 and B-3 present the evaluation forms used to evaluate the leadership programs at both levels, junior and senior high schools.



82.41

Objectives/Evaluation

ATTACHMENT B-2

STUDENT NAME: _____ TEACHER: _____

SCHOOL YEAR: 1982-83 SUBJECT AREA OR COURSE TITLE: Leadership

SCHOOL: _____ GRADE LEVEL: 7 or 8 PROGRAM PLAN # _____

To indicate the degree to which objectives have been met, rate on a scale as follows:

5 Mastered
4 Completed
3 Partially completed
2 Initiated
1 Not Yet Begun

January	May	Objectives	Demonstration	Product	Interview	Paper/Pencil	Discussion	Other: Self-Inventory-Leadership
		Each member of the leadership group will be able to:						
		1.- identify and evaluate strenghts and weaknesses in oneself in regard to the leadership skills listed below and demonstrate an improvement in the weaknesses.	x		x		x	x
		a.- making decisions quickly b.- accepting criticism c.- delegating responsibility to others d.- being able to foresee problems e.- seeking ideas from others f.- possessing good self-control g.- being a good listener h.- communicating well with others i.- possessing self-confidence						
		2.- describe, demonstrate and understand when to use one or more successful methods of leadership. For example:	x		x		x	
		a.- autocratic b.- democratic c.- free-rein						
		3.- communicate ideas to others in a skillful manner by applying communication skills (listening, speaking, reading, writing) in actual projects selected by the group.	x	x	x	x	x	
		4.- define the purpose of the group and participate in goal selection.	x	x		x	x	

2

ATTACHMENT B-2

Objectives/Evaluation (cont)

STUDENT NAME:_____ TEACHER:_____

SCHOOL YEAR:_____ SUBJECT AREA OR COURSE TITLE:_____

SCHOOL:_____ GRADE LEVEL:_____ PROGRAM PLAN #_____

To indicate the degree to which objectives have been met, rate on a scale as follows:

5 Mastered
4 Completed
3 Partially completed
2 Initiated
1 Not Yet Begun

January	May	Objectives	Demonstration	Product	Interview	Paper/Pencil	Discussion	Other:
		5.- *select activities that reflect the goals and purpose of the group.*	x	x		x	x	
		6.- *resolve conflicts in a logical, constructive manner.*	x				x	
		7.- *demonstrate problem solving ability by utilizing a planning technique such as the one below:* - *identify task* - *collect information and classify* - *analyze facts* - *consider alternate courses* - *select course of action* - *determine and allocate resources* - *evaluate outcomes, products and people involved*	x	x	x	x	x	x
		8.- *apply leadership skills, communication skills, goal setting skills, decision making skills, conflict resolution skills and public speaking skills in carrying out a "real life" project.*	x	x	x	x	x	
		9.- *demonstrate leadership skills by preparing for, participating in, and making presentations at district-wide leadership workshops organized by the leadership groups.*	x	x	x	x	x	

2

82.41

Objectives/Evaluation

ATTACHMENT B-3

STUDENT NAME:_____ TEACHER:_____

SCHOOL YEAR:_____ SUBJECT AREA OR COURSE TITLE:The Austin Council for Tomorrow

SCHOOL:_____ GRADE LEVEL:_____ PROGRAM PLAN #_____

To indicate the degree to which objectives have been met, rate on a scale as follows:

5 Mastered
4 Completed
3 Partially completed
2 Initiated
1 Not Yet Begun

January	May	Objectives	Demonstration	Product	Interview	Paper/Pencil	Discussion	Other:
		Students in the leadership program ACT, The Austin Council for Tomorrow, will develop skills in the following areas:	x	x		x	x	
		1. leadership rights and responsibilities	x				x	
		2. group-management strategies	x	x	x	x	x	x
		3. self discipline techniques						
		4. effective group communication						
		5. decision making						
		6. goal setting						
		7. public speaking						
		8. research techniques	x	x	x	x	x	

2

GIFTED AND TALENTED EDUCATION

APPENDIX C

WORKSHOP EVALUATION FORM

INSTRUMENT DESCRIPTION: WORKSHOP EVALUATION FORM.

Brief description of the instrument:
The Workshop Evaluation Form consists of four components: a) identification of participants by grade only and workshop attended, b) seven variables measuring various aspects of the workshop, c) two open-ended questions concerning valuable points obtained from the workshop and an additional question of whether the participants felt the need for additional information.

Each of the eight variables that measure various aspects of the workshop is scaled on a seven point scale.

To whom was the instrument administered?

To participants of the inservice training on gifted and talented education.

How many times was the instrument administered?

It was administered only once per workshop.

When was the instrument administered?

The Workshop Evaluation Form was administered as part of the workshop activities. The completion of the form was the last activity of the inservice training.

Where was the instrument administered?

The inservice training was held at the Marriot Hotel. There were twelve workshops and the form was administered at each of the workshops.

Who administered the instrument?

The Workshop Evaluation Form was administered by the workshop's presenters.

What training did the administrators have?

None.

Was the instrument administered under standardized conditions?

The form was administered as last activity in each of the twelve workshops. However, it is unknown if conditions were standard.

Were there problems with the instrument or the administration that might affect the validity of the data?

Unknown.

Who developed the instrument?

The instrument was originally developed by the Office of Gifted Education. It was reviewed and changed by Office of Research and Evaluation

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No, there are none available.

WORKSHOP EVALUATION FORM

Purpose

The Workshop Evaluation Form was used to address the following decision and evaluation questions:

> Decision Question D1: What components of the present District effort, if any, should be modified or deleted? Should any components be added?
>
> > Evaluation Question D1-8: What staff development have District teachers received regarding instruction of gifted students?
> >
> > Evaluation Question D1-10: How valuable was the inservice training for teachers?

Procedures

Introduction.

An inservice training workshop required for 4th, 5th, and 6th grade teachers of the District was organized and implemented by the offices of Gifted and Talented Education and Staff Development. The inservice was attended also by teachers from other grades, principals and assistant principals on a volunteer basis. The Gifted and Talented Education inservice training was held at the Marriott Hotel on January 20, 1983. There were 12 sessions during two sessions, morning and afternoon. The twelve sessions presented the same ideas, activities and materials. Each workshop was conducted by two or three teachers of the Gifted and Talented Office.

The objectives of the inservice as presented in a handout given to participants were the following. Each of the participants by the end of the workshop would be able to: a) define gifted education, b) describe five training strategies for gifted students, c) list three principles of differentiating curriculum for gifted students, and d) describe the kinds of material and human resources available through the AISD Office of Gifted Education.

The Workshop Evaluation Form.

The Workshop Evaluation Form (see copy of the instrument in Attachment C-1) was designed originally by the Office of the Gifted and Talented Education of the District. This form was reviewed and modified by the Office of Research and Evaluation.

The instrument developed consists of four components:

a) identification of the grade taught by the respondent and the session attended.

b) eight scaled items ranking the following variables:

- o clarity in the presentation of the workshop's objectives
- o degree of interest regarding the ideas and activities presented
- o presenter's ability to communicate
- o quality of the materials used
- o degree of the difficulty of the content covered
- o appropriateness of the pace (timing) of the presentation
- o evaluation of the knowledge gained in the workshop
- o an overall ranking of the workshop.

c) yes/no question regarding the need for more information.

d) Two open-ended questions asking for identification of valuable activities provided by the training and suggestions for improvement.

Administration.

The evaluation form was distributed to the participants of the Gifted and Talented Education inservice training. The completion of the form was the last activity of the workshop. Participants were asked to leave the completed surveys in a box at the exit of each room. The form allowed the participants to remain anonymous.

After codification, a computer file was created. It is stored at the University of Texas at Austin's Computation Center. The data on the scaled variables and the yes/no questions may be accessed through the Taurus system under the code name A578 GISER. The data layout of the file is included in this appendix as Attachment C-2. The open-ended responses are included in this appendix as Attachment C-5. They are presented by session.

Results

Each participant was asked to rate several selected features of the workshop on a scale of seven points. From the collected data, mean, median and standard deviation were computed for the inservice training as a whole and for each individual session. Seven was the selected maximum pole and one the minimum pole of the scale. There were three variables (pace, knowledge gained, and content difficulty) for which point four of the seven point scale was the optimum value anticipated. For all other variables, seven was the optimum value. Figure C-1 shows the statistics for each of the variables for inservice training as a whole. Attachments C-3 and C-4 include a frequency distribution for each of the scale values obtained for the inservice training and for each workshop respectively.

Figure C-1 shows that the means of the variables 5, 6, and 7 cluster around 4 (3.97, 4.09, and 4.74) which was the optimum value expected. The total average for the rest of the variables, which were allowed to vary from one to an optimum of seven, cluster around the 5.52 level.

The standard deviation for each variable is also included in Figure C-1. The values obtained are at or above the 1.25 level. This shows that the set of responses was relatively heterogeneous.

VARIABLES	N. OF CASES	MEAN	STANDARD DEVIATION	MEDIAN	OPTIMUM SCORE
1. Objectives	538	5.95	1.37	6.34	7
2. Ideas and Activities	536	5.31	1.37	5.43	7
3. Presenter's Ability	532	5.64	1.25	5.83	7
4. Materials	536	5.62	1.25	5.79	7
5. Content	531	3.97	1.29	3.97	4
6. Pace	535	4.09	1.23	4.08	4
7. Knowledge gained	536	4.74	1.56	4.83	4
8. Overall	534	5.11	1.52	5.29	7

FIGURE C-1. TOTAL STATISTICS FOR THE INSERVICE TRAINING ON GIFTED AND TALENTED EDUCATION.

Open-Ended Responses.

The Evaluation Survey form included two open-ended questions. The purpose of these questions was to identify the aspects of the inservice which teachers found most interesting and to ask for suggestions for improvement.

The set of responses to the first item was quite varied. In essence, there was not a single point or activity that stood clearly as preferred by the participants. Among the specific points mentioned by the respondents as valuable were, a) the five teaching strategies, b) some of the differentiating curriculum alternatives, and c) the exercise concerning identification of gifted students. The activity where the Torrance Test of Creativity was presented was also mentioned.

Among points identified as needing improvement, two topics were mentioned frequently. They were the repetition of activities and ideas already learned in other inservice training sessions, and the required nature of the event. The fact that attendance was required might have influenced somewhat the evaluation reponses of those who did not wish to attend.

All the responses collected are listed in Attachment C-5, by session (1A though 2H).

Finally, participants were asked if they felt the need for more information concerning any of the topics covered in the inservice training. The item was not addressed by 225 (41%) of the 540 participants. However, of the 315 (59% of 540) respondents to the item, 104 (33% of 315) said they need additional information about the topic. Figure C-2 shows the frequency distribution of the responses to the last item of the Evaluation Form.

DO YOU NEED ADDITIONAL INFORMATION ABOUT THE TOPIC?		
1. YES = 104 (19%)	NO = 211 (39%)	BLANKS = 225 (41%)

FIGURE C-2. FREQUENCY DISTRIBUTION OF RESPONSES TO THE NEED FOR FURTHER INFORMATION QUESTION.

EVALUATION FORM

CIRCLE ONE PLEASE: I teach 4th 5th 6th grade. I attended the

MORNING / AFTERNOON SESSION at SALON A B C D E F

PLEASE CIRCLE THE NUMBER WHICH BEST EXPRESSES YOUR REACTION TO EACH OF THE ITEMS BELOW:

1.	The workshop objectives were	Clearly Evident 7 6 5 4 3 2 1	Poor
2.	Ideas and activities presented were	Very Interesting 7 6 5 4 3 2 1	Dull
3.	Presentor's ability to communicate ideas were	Excellent 7 6 5 4 3 2 1	Poor
4.	Materials presented were	Well-Sequenced 7 6 5 4 3 2 1	Confusing
5.	The content of the presentation for me was	Too Difficult 7 6 5 4 3 2 1	Too Easy
6.	The pace at which materials were covered was	Too Fast 7 6 5 4 3 2 1	Too Slow
7.	The knowledge I gained from the inservice was	Significant 7 6 5 4 3 2 1	Negligible
8.	Overall, I consider this workshop	Excellent 7 6 5 4 3 2 1	Poor

WHAT WERE SOME SPECIFIC POINTS THAT WERE VALUABLE TO YOU?:

_____

_____

THIS INSERVICE WOULD HAVE BEEN MORE VALUABLE IF:

_____

_____

DO YOU NEED ADDITIONAL INFORMATION ABOUT THE TOPIC? 1. YES 2. NO

ATTACHMENT C-2

82.41

FILE LAYOUT

☐LABELED ☐UNLABELED

PAGE 1 OF 1

LABEL ID GTI TAPE NO. AZAD 770 BY: Martin Arocena

BLOCKSIZE _____ CHARACTERS _____ DATE CREATED: January 15,8

RECORD SIZE _____ CHARACTERS _____ SUG. SCRATCH DATE: Aug. 83

_____ DENSITY _____ BPI

SEQUENCE _____

DESCRIPTION The GTI file contains records of the G/t workshop evaluation

REMARKS A584 7451 GISER

NO. OF COLS.	COLUMNS FROM	COLUMNS TO	DATA FORMAT	FIELD NAME	REMARKS
3	1	3	Alpha	File Identif.	Name: GTI
1	4	4	Alphanumeric	Grade	1=other: ,4,5,6 grades;
1	5	5	"	Session	1= morning 2= afternoon
1	6	6	"	Salon	1=A; 2=B; 3=C; 4=D; 5=F; 6=G;7=
1	7	7	"	Objectives	scale C.E.=7 to Poor=1
1	8	8	"	Ideas & Activities	Scale V.I.=7 to Dull=1
1	9	9	"	Presenter	Scale E= 7 to Poor=1
1	10	10	"	Materials	Scale W.S= 7 to Confusing=1
1	11	11	"	Content	Scale Well Sequenced=7 to
					Too easy=1
1	12	12	"	Pace	Scale Too fast=7 to too slow=1
1	13	13	"	Knowledge gained	Scale Significant=7 to
					negligible=1
1	14	14	"	Overall	Scale Excellent=7 to Poor=1
1	15	15	"	Need more info.	YES=1 NO=2

RESULTS OF THE SURVEY

1. The workshop objectives were

Clearly Evident	7 = 251 (46.6%)		
	6 = 114 (21.2%)	MEAN:	5.95
	5 = 100 (18.5%)	MEDIAN:	6.34
	4 = 52 (9.6%)	S.D.:	1.24
	3 = 12 (2.2%)		
	2 = 7 (1.3%)	BLANKS:	2
Poor	1 = 2 (0.4%)		
		N:	538

2. The ideas and activities presented were

Very Interesting	7 = 121 (22.5%)		
	6 = 138 (25.7%)	MEAN:	5.31
	5 = 149 (27.79%)	MEDIAN:	5.43
	4 = 75 (13.99%)	S.D.:	1.37
	3 = 34 (6.34%)		
	2 = 12 (2.23%)	BLANKS:	4
Dull	1 = 7 (1.30%)		
		N:	536

3. Presentor's ability to communicate ideas were

Excellent	7 = 166 (31.20%)		
	6 = 152 (28.57%)	MEAN:	5.64
	5 = 113 (21.24%)	MEDIAN:	5.83
	4 = 71 (13.34%)	S.D.:	1.25
	3 = 24 (4.51%)		
	2 = 4 (0.75%)	BLANKS:	8
Poor	1 = 2 (0.37%)		
		N:	532

4. Materials presented were

Well-Sequenced	7 = 165 (30.7 %)		
	6 = 147 (27.3 %)	MEAN:	5.62
	5 = 121 (22.5 %)	MEDIAN:	5.79
	4 = 75 (13.9 %)	S.D.:	1.25
	3 = 22 (4.09%)		
	2 = 5 (0.93%)	BLANKS:	3
Confusing	1 = 2 (0.37%)		
		N:	537

5. The content of the presentation for me was

Too Difficult	7 = 27 (5.08%)		
	6 = 32 (6.02%)	MEAN:	3.97
	5 = 66 (12.42%)	MEDIAN:	3.97
	4 = 269 (50.65%)	S.D.:	1.29
	3 = 74 (13.93%)		
	2 = 38 (7.15%)	BLANKS:	9
Too Easy	1 = 25 (4.70%)		
		N:	531

6. The pace at which materials were covered was

Too Fast	7 = 23 (4.29%)		
	6 = 34 (6.35%)	MEAN:	4.09
	5 = 92 (17.19%)	MEDIAN:	4.08
	4 = 281 (52.52%)	S.D.:	1.23
	3 = 56 (10.46%)		
	2 = 25 (4.67%)	BLANKS:	5
Too Slow	1 = 24 (4.48%)		
		N:	535

7. The knowledge I gained from the inservice was

Significant	7 = 77 (14.36%)		
	6 = 108 (20.14%)	MEAN:	4.74
	5 = 124 (23.13%)	MEDIAN:	4.83
	4 = 125 (23.32%)	S.D.:	1.56
	3 = 50 (9.32%)		
	2 = 34 (6.34%)	BLANKS:	4
Negligible	1 = 18 (3.35%)		
		N:	536

8. Overall, I consider this workshop

Excellent	7 = 113 (21.16%)		
	6 = 131 (24.53%)	MEAN:	5.11
	5 = 113 (12.16%)	MEDIAN:	5.29
	4 = 104 (19.47%)	S.D.:	1.52
	3 = 37 (6.92%)		
	2 = 23 (4.30%)	BLANKS:	6
Poor	1 = 13 (2.4 %)		
		N:	534

9. NEED:

Do you need additional information about the topic?

1.	Yes	104 (19.22%)
2.	No	211 (39.00%)
	Blanks	225 (41.58%)
	Total	541 (99.80%)

SUMMARY STATISTICS OF EACH ITEM BY WORKSHOP

ITEM 1: OBJECTIVES

SHIFT-SALON	N	BLANKS	MEAN	MEDIAN	STD DEV
1 - A	46	0	6.63	6.78	.65
1 - B	41	0	5.46	5.60	1.59
1 - C	45	0	5.64	5.75	1.13
1 - F	46	0	5.98	6.12	1.02
1 - H	38	1	6.32	6.59	.87
1 - G	52	0	5.98	6.34	1.18
2 - A	52	0	5.46	5.70	1.56
2 - B	35	0	5.63	5.94	1.39
2 - C	38	0	5.87	5.93	1.09
2 - F	49	2	5.63	5.87	1.32
2 - G	45	0	6.02	6.52	1.19
2 - H	51	0	5.47	5.75	1.57

TOTALS

MEAN : 5.95
MEDIAN : 6.34
STD DEV: 1.24
N : 538
BLANKS : 2

ITEM 2: IDEAS AND ACTIVITIES

1 - A	46	0	6.04	6.43	1.36
1 - B	41	0	4.92	4.95	1.50
1 - C	45	0	5.18	5.24	1.15
1 - F	45	1	5.33	5.31	1.11
1 - G	52	0	5.23	5.14	1.18
1 - H	37	1	5.76	5.80	1.01
2 - A	52	0	4.76	5.06	1.79
2 - B	35	0	4.54	4.56	1.57
2 - C	38	0	5.40	5.50	1.30
2 - F	49	2	5.16	5.27	1.24
2 - G	45	0	5.31	5.34	1.01
2 - H	51	0	4.77	5.07	1.81

TOTALS:

MEAN : 5.31
MEDIAN : 5.43
STD DEV: 1.37
N : 536
BLANKS : 4

SUMMARY STATISTICS OF EACH ITEM BY WORKSHOP

ITEM 3: PRESENTERS

SHIFT-SALON	N	BLANKS	MEAN	MEDIAN	STD DEV
1 - A	46	0	6.54	6.80	.91
1 - B	41	0	5.05	5.04	1.47
1 - C	45	0	5.26	5.30	1.16
1 - F	46	0	5.65	5.84	1.05
1 - G	51	1	5.41	5.40	1.13
1 - H	38	0	6.34	6.63	.94
2 - A	51	1	5.52	5.75	1.39
2 - B	35	0	4.74	4.85	1.33
2 - C	37	1	5.86	6.10	1.18
2 - F	48	3	5.35	5.35	1.13
2 - G	44	1	5.47	5.63	1.17
2 - H	51	1	5.52	5.73	1.40

TOTALS:

MEAN :5.64
MEDIAN :5.83
STD DEV:1.25
N :532
BLANKS : 8

ITEM 4: MATERIALS

	N	BLANKS	MEAN	MEDIAN	STD DEV
1 - A	46	0	6.40	6.68	.93
1 - B	40	1	5.60	5.83	1.31
1 - C	45	0	5.51	5.46	1.21
1 - F	46	0	5.74	5.79	1.04
1 - G	51	1	5.60	5.76	1.16
1 - H	38	0	5.71	5.77	1.08
2 - A	52	0	5.35	5.57	1.44
2 - B	35	0	5.11	5.31	1.38
2 - C	38	0	5.71	5.83	1.16
2 - F	50	1	5.12	5.00	1.15
2 - G	45	0	5.31	5.72	1.49
2 - H	51	0	5.33	5.54	1.45

TOTALS:

MEAN : 5.62
MEDIAN : 5.79
STD DEV: 1.25
N : 537
BLANKS : 3

SUMMARY STATISTICS OF EACH ITEM BY WORKSHOP

ITEM 5: CONTENT

SHIFT-SALON	N	BLANKS	MEAN	MEDIAN	STD DEV
1 - A	45	1	4.11	4.05	1.02
1 - B	40	1	3.65	3.84	1.23
1 - C	44	1	3.71	3.72	1.30
1 - F	44	2	3.75	3.83	1.14
1 - G	52	0	3.84	3.89	1.21
1 - H	38	0	4.31	4.10	1.36
2 - A	51	1	3.56	3.81	1.48
2 - B	33	2	3.60	3.70	1.47
2 - C	38	0	4.15	4.06	1.38
2 - F	50	1	4.46	4.23	1.43
2 - G	45	0	4.20	4.14	1.08
2 - H	50	1	3.56	3.80	1.50

TOTALS :

MEAN :3.97
MEDIAN :3.97
STD DEV:1.29
N :531
BLANKS : 9

ITEM 6: PACE

	N	BLANKS	MEAN	MEDIAN	STD DEV
1 - A	46	0	4.24	4.11	.74
1 - B	41	0	3.80	3.96	1.20
1 - C	44	1	3.77	3.79	1.37
1 - F	45	1	4.11	4.13	1.00
1 - G	52	0	4.40	4.33	1.25
1 - H	38	0	4.52	4.18	1.15
2 - A	51	1	3.63	3.85	1.48
2 - B	34	1	3.50	3.65	1.37
2 - C	38	0	3.95	3.89	1.47
2 - F	50	1	3.95	3.89	1.47
2 - G	45	0	4.00	4.06	1.02
2 - H	50	1	3.64	3.87	1.49

TOTALS:

MEAN : 4.09
MEDIAN : 4.08
STD DEV: 1.23
N : 535
BLANKS : 5

SUMMARY STATISTICS OF EACH ITEM BY WORKSHOP

ITEM 7: KNOWLEDGE

SHIFT-SALON	N	BLANKS	MEAN	MEDIAN	STD DEV
1 - A	46	0	5.69	6.00	1.36
1 - B	41	0	4.04	4.20	1.59
1 - C	45	0	4.68	4.75	1.29
1 - F	46	0	4.78	4.78	1.26
1 - G	52	0	4.71	4.61	1.57
1 - H	38	0	5.50	5.50	1.15
2 - A	51	1	4.03	4.15	1.84
2 - B	35	0	3.97	3.71	1.75
2 - C	38	0	4.95	4.84	1.59
2 - F	49	2	4.65	4.65	1.49
2 - G	44	1	4.52	4.71	1.42
2 - H	50	1	4.06	4.20	1.85

TOTALS:

MEAN :4.74
MEDIAN :4.83
STD DEV:1.56
N :536
BLANKS :4

ITEM 8: OVERALL

	N	BLANKS	MEAN	MEDIAN	STD DEV
1 - A	46	0	6.02	6.42	1.32
1 - B	40	1	4.50	4.70	1.69
1 - C	45	0	5.06	5.15	1.30
1 - F	45	1	5.20	5.29	1.12
1 - G	49	3	4.98	4.92	1.31
1 - H	38	0	5.76	5.83	1.19
2 - A	52	0	4.52	4.75	1.87
2 - B	35	0	4.34	4.13	1.73
2 - C	38	0	5.18	5.33	1.39
2 - F	50	1	4.88	4.92	1.45
2 - G	45	0	4.75	4.97	1.41
2 - H	51	0	4.52	4.79	1.89

TOTALS:

MEAN :5.11
MEDIAN :5.29
STD DEV :1.52
N :534
BLANKS :6

EVALUATION OF THE INSERVICE TRAINING ON G/T EDUCATION
OPEN-ENDED RESPONSE

This inservice would have been more valuable if:

1. "I had been given booklet used at beginning of session with applications and a list of ideas used in content, process, and product activity."
2. "More time were spent presenting examples of the techniques in action and a little shorter period allowed for each group task."
3. "We had more time."
4. "There was more time to more adequately delve into specific activities and needs."
5. "More was presented, less participation."
6. "I have had many many of the ideas before in other workshops."
7. "We would be given the lists of process, content and product to put together in our classroom."
8. "We had more time."
9. "You would have given more classroom situations."
10. "You could present a handout for our units with gifted activities listed on it."
11. "More time to savor the content."
12. "We had more time for idea sharing among teachers.

EVALUATION OF THE INSERVICE TRAINING ON G/T EDUCATION
OPEN-ENDED RESPONSE

What were some specific points that were valuable to you?

1. "Ideas for changing content, process, product."
2. "I like having ideas for individual classroom -- not a class of gifted!"
3. "How to differentiate curriculum for gifted learner."
4. "I like being bragged on!!"
5. "The 'wait' strategy and curriculum definition as being composed of three elements which can be focus of differentiation individually as well as in union."
6. "Skilled children do not have to fit "smart" student stereotype."
7. "Use of teaching strategies and Bloom's Taxonomy."
8. "The idea's. The reminder to plan for these students as well as you plan for the slow learner."
9. "Enjoyed it!"
10. "Your ideas can be used with a whole class -- not just gifted. Valuable for everyone!"
11. "Kaplan's plan was a new model for me (refresher)."
12. "The kinds of questions to use. The content, process and product."
13. "Ideas that I can use in my own classroom!"
14. "Five teaching strategies"
15. "The idea of changing content, process & product to meet needs of gifted students."
16. "Kaplan's patterns; words p.13"
17. "Learning some of the changes I can make in my presentation of materials."
18. "Some new ideas."
19. "Learning about high level and low level questioning."
20. "Process, content, product"
21. "Brainstorming and area of creativity thinking."

EVALUATION OF THE INSERVICE TRAINING ON G/T EDUCATION
OPEN-ENDED RESPONSE

What were some specific points that were valuable to you?

22. "Personalities who were presenters were terrific."

23. "The case studies"

24. "Circles"

25. "Circle drawings were great!"

26. "All of them."

27. "Differentiate curriculum."

28. "Mainly a reminder to take the time to give to, plan for, look for my gifted students and use the resources available."

29. "Booklet was great! High level questioning."

30. "Material was presented humorously. Material was well presented."

31. "New strategies -- sharing in groups -- exchanging."

32. "Excellent ideas -- stimulating activities -- concise handouts."

33. "Review of high level questioning. Kaplan's patterns."

34. "The idea sharing that is valuable to the regular classroom."

35. "Questioning strategies"

EVALUATION OF THE INSERVICE TRAINING ON G/T EDUCATION
OPEN-ENDED RESPONSE

What were some specific points that were valuable to you?

1. "I got lots of new ideas I can use in my class."
2. "The poetry -- question construction."
3. "Brainstorming -- sharing at table -- interaction."
4. "Questioning techniques."
5. "Ideas from other teachers."
6. "Teaching suggestions"
7. "Going over five strategies for gifted children."
8. "Rebus -- some of my students will enjoy this activity."
9. "Bloom's taxonomy."
10. "Sample of Bloom's taxonomy."
11. "Not to hold the child or give more work just because he is talented."
12. "The ideas to use with students."
13. "Booklet with activities to use in the classroom."
14. "Waiting time."

EVALUATION OF THE INSERVICE TRAINING ON G/T EDUCATION
OPEN-ENDED RESPONSE

This inservice would have been more valuable if:

1. "I could have chosen a specific area related to my needs in working with gifted."
2. "The heat had been turned off."
3. "The last area -- content, process and product -- would have been helpful to have listings of these too."
4. "Less brainstorming -- more direct information."
5. "It was too hot in this room."
6. "The room temperature would have not been so high."
7. "The room was too hot."
8. "It had been more comfortable -- TOO HOT."
9. "The room had been cooler and if the material had been newer. Most workshops rehash the same stuff."
10. "Only the gifted teachers attended. I value my time and would like to see workshops which are more applicable to the regular classroom teacher."
11. "Time was permitted."
12. "Grade level ideas could have been presented."

EVALUATION OF THE INSERVICE TRAINING ON G/T EDUCATION
OPEN-ENDED RESPONSES

What were some specific points that were valuable to you?

1. "Mingling with others."
2. "Torrance Creativity Test"
3. "How to identify the gifted."
4. "Brainstorming"
5. "Brainstorming suggestions"
6. "Goal setting; Kaplan's patterns."
7. "I enjoyed the creative test -- "Circles" and Kaplan's plan."
8. "Teaching strategies, ideas"
9. "Last half"
10. "Activities to use in the classroom."
11. "Famous failures."
12. "Participation within group."
13. "Sharing teachers' ideas."

EVALUATION OF THE INSERVICE TRAINING ON G/T EDUCATION
OPEN-ENDED RESPONSES

This inservice would have been more valuable if:

1. "No change."
2. "So much good information was not given in such a short time."
3. "I had received some concrete things to use in my classroom."
4. "Much of this we have had in previous workshops and classes."
5. "More movement"
6. "It had something to do with low achievers."

EVALUATION OF THE INSERVICE TRAINING ON G/T EDUCATION
OPEN-ENDED RESPONSES

What were some specific points that were valuable to you?

1. "Fewer people in room. Group participation. Great location and parking."
2. "Creativity ideas to show my students."
3. "Brainstorming as a learning strategy. Continuing to emphasize higher level questioning."
4. "I enjoyed the group participation. Not too many visual aids, but enough to help understanding."
5. "Being creative."
6. "How to identify a gifted learner."
7. "Defining gifted and talented. Choosing the three candidates."
8. "Creativity testing. Brainstorming."
9. "Very good - participation activities."
10. "Sequencing of materials"
11. "Brainstorming -- wait."
12. "Participation, group activities."
13. "The pamphlet. Torrence test/scoring. Rebus. This was a very nice overview."
14. "Review of questioning."
15. "Questioning"
16. "Good examples. Group activities."
17. "Activities to do with children."
18. "Five teaching strategies"
19. "Brainstorming and key words on the taxonomy."
20. "Information on personalities"
21. "Identification of gifted students."
22. "The opportunity to brainstorm."

EVALUATION OF THE INSERVICE TRAINING ON G/T EDUCATION
OPEN-ENDED RESPONSE

This inservice would have been more valuable if:

1. "Participants would have had more hands on activities."
2. "Very crowded -- I didn't like that."
3. "More ideas were offered between the groups."
4. "Two topics for the morning session."
5. "We had a little more time."
6. "Needs to move faster -- was too slow. Need to relate specific ideas."
7. "We needed coffee!!"
8. "You provided more 'how to's'."
9. "I wouldn't have already attended a very similar one, twice."
10. "More had been said about the students who are "marginal" gifted."
11. "Directions to activities were more specific."
12. "More audience input from experiences."
13. "I had not had the material previously. The presenters were very good, however."
14. "I had or was working with gifted children."
15. "I had gifted in my class."
16. "It was fine."

EVALUATION OF THE INSERVICE TRAINING ON G/T EDUCATION
OPEN-ENDED RESPONSES

What were some specific points that were valuable to you?

1. "Learning concrete ways to integrate gifted child's needs into everyday classroom environment."
2. "Everything was of value."
3. "Some ways in which I can start immediately to accomodate the gifted children in my room."
4. "Discussion in identifying the gifted student."
5. "To recognize that gifted and talented isn't necessarily the "smartest" child in class."
6. "Excellent workshop design to prepare teachers for classroom."
7. "Lower/higher level questioning."
8. "Circle test (Torrance's). Questioning."
9. "Waiting period. Ways to brainstorm and levels of questions."
10. "Simulation, brainstorming. Everything was excellent. Thank you. It was great! Very good."
11. "The booklet is great -- will provide lots of memory ticklers!"
12. "Information on Gifted was very well presented and practical. It gave me some specific ideas to use with children."

EVALUATION OF THE INSERVICE TRAINING ON G/T EDUCATION
OPEN-ENDED RESPONSES

What were some specific points that were valuable to you?

23. "Brainstorming sessions and activities."

24. "All"

EVALUATION OF THE INSERVICE TRAINING ON G/T EDUCATION
OPEN-ENDED RESPONSES

This inservice would have been more valuable if:

1. "Identify characteristics of gifted more clearly and how to make a referral once identified."

2. "More on hands materials to take back to the classroom."

3. "More hand out materials on the transparencies."

4. "It should have been optional. It was very irrelevant for many of us who are faced with low achievers."

5. "I taught in a classroom."

6. "Not so crowded when we were asked to find related cards and had to leave our table."

7. "Very well planned and organized."

EVALUATION OF THE INSERVICE TRAINING ON G/T EDUCATION
OPEN-ENDED RESPONSE

What were some specific points that were valuable to you?

1. "Trying the Torrance Creativity test and scoring it."
2. "Questioning strategies."
3. "Questioning strategies; higher level thinking."
4. "Ways to recognize gifted and talented."
5. "The handout. The information that this office of General Education is doing."
6. "Review of cognitive/affective domain."
7. "The green book was helpful -- activities varied and enough interaction to prevent boredom."
8. "Questioning strategies."
9. "The work book. I want to study it more."
10. "Bloom's question starters."
11. "Very well organized."
12. "I liked not having to read handouts. I liked the empty pages in the green booklet on which to write notes."
13. "The Green Book succinct and very useful."
14. "All information presented was valuable."
15. "I liked the format of the presentation, i.e. booklet idea."
16. "Bloom's taxonomy, affective domain, Kaplan's patterns, Torrance creativity test."
17. "Brainstorming brings much of value to any subject."
18. "The use of key phrases in developing higher level questioning was excellent."
19. "Activities involving us were interesting."
20. "Ideas of various activities to use."
21. "Question strategies"

EVALUATION OF THE INSERVICE TRAINING ON G/T EDUCATION
OPEN-ENDED RESPONSE

What were some specific points that were valuable to you?

22. "Some teaching strategies."

23. "Process card product card and content and variances."

24. "Ideas presented both during group discussion and formal presentation."

25. "Ideas for higher level students."

EVALUATION OF THE INSERVICE TRAINING ON G/T EDUCATION
OPEN-ENDED RESPONSE

This inservice would have been more valuable if:

1. "They would have alternated breaks so all rooms wouldn't have been out at the same time. Also acoustics were poor - loud speakers in the next room with nurses' workshop. Also could hear adjoining salon."
2. "The topic would have been new to me."
3. "We could have spent more time on identification of gifted children."
4. "There had been more room to move about."
5. "Too much repeat information from other workshops."
6. "I had been to it before so it wasn't anything new."
7. "Were related to how you could possibly accomodate lesson to 26 pupils."
8. "Coffee and comfortable temperature"
9. "I've now done first activity three times. I hadn't already been to other inservices on gifted."
10. "Material used had been presented at an earlier inservice (identifying gifted students)."
11. "I hadn't already had a number of courses in the area and experience."
12. "I enjoyed it."
13. "We had more time to analyze."
14. "Not too cold at times."
15. "Divided into two sessions."
16. "Helped more with ideas for a "defined" gifted child."

EVALUATION OF THE INSERVICE TRAINING ON G/T EDUCATION
OPEN-ENDED RESPONSES

This inservice would have been more valuable if:

1. "More definite strategies and programs to use with talented and gifted individuals."

2. "Some type of feedback loop were established to correct/reinforce strategies presented."

3. "Smaller group -- longer time."

4. "More information about gifted had been presented at the beginning, such as characteristics of current day gifted -- programs going on and planned in Austin."

5. "More space"

6. "Attendance was controlled."

7. "It could have been longer."

8. "Divide into groups -- those who are G/T teachers and those who have never taught G/T."

9. "Please -- level your grouping so all teachers aren't assumed to be at the same level of learning."

EVALUATION OF THE INSERVICE TRAINING ON G/T EDUCATION
OPEN-ENDED RESPONSES

What were some specific points that were valuable to you?

1. "Content and process and product."
2. "The activities shared"
3. "I learned everything presented in graduate school!"
4. "I liked the case histories."
5. "Kit available from gifted office."
6. "Booklet -- succinct information that can easily be utilized in any setting with all children."
7. "Wait time, creativity test circles, brainstorming."
8. "I can use the Rebus."
9. "High level questioning"
10. "Kaplan"
11. "Teacher strategies are ideas to improve my job."
12. "High level questioning"
13. "None."
14. "None -- I have had all of this before in other workshops."
15. "I realized that the Torrance Test isn't very conclusive to creativity and logical ability."

EVALUATION OF THE INSERVICE TRAINING ON G/T EDUCATION
OPEN-ENDED RESPONSES

This inservice would have been more valuable if:

1. "A new teacher -- refreshments!!"
2. "Less theory, more practicum."
3. "I wanted new information!"
4. "More specifics were given."
5. "Objectives would have been clearly stated before each activity. Ideas have been presented in many other workshops."
6. "I already know much of the information covered -- it was too repetitive."
7. "It covered a topic that related to education."
8. "Designed for classroom teachers and administrators."
9. "There had been refreshments."
10. "The temperature of room was too high."
11. "It met my needs as a teacher."
12. "We were not treated as children and asked to participate."
13. "It could be applied to our students.
14. "It would have been more specific -- choose a subject area and concentrate on it."

EVALUATION OF THE INSERVICE TRAINING ON G/T EDUCATION
OPEN-ENDED RESPONSES

What were some specific points that were valuable to you?

1. "Good presenters"
2. "Refreshing ideas that I know and want to remember to use."
3. "Letting us participate in the activities was most helpful. The booklet will be used to plan future activities. The agenda and pacing were excellent. Evident that much planning occurred. Thank you."
4. "Being more aware of myself as teacher towards the pupils' response to anything."
5. "Kaplan's pattern was new."
6. "Scoring circle test. Methods for identifying."
7. "Rebus. Interaction with other people attending session. Enjoyed poetry."
8. "The five teaching strategies, fluency testing, and about the difficulty of identifying gifted students."
9. "Different ways of using the material."
10. "Rebus, Torrance Creativity test circles, pleasant atmosphere displayed by the speakers."
11. "Good ideas, easy going."
12. "During Kaplan's Pattern, I would have liked a ditto of the Content, Process, Product list to give us an idea on paper."
13. "Objectives clear."
14. "Every phase was valuable; however, I wish we had been given copies of all the ideas presented by our presentors."

EVALUATION OF THE INSERVICE TRAINING ON G/T EDUCATION
OPEN-ENDED RESPONSES

This inservice would have been more valuable if:

1. "Grade level curriculum would have been considered and definite content/process/product ideas presented. We pretty much know the theory, but need definite ideas to help the very able students feel challenged in Math, Spelling, Reading, etc. (other than a report in the library.) I guess I'm not as creative as I'd like to be in this area."

2. "It wasn't a package deal and presenters had used their creativity."

3. "It had been on 1-3rd chapter I level! We teach slow learners."

4. "I hadn't had 13 years of teaching gifted kids with many other in-services with greater depth."

5. "Gail Tucker-Mills had done all of the presentations."

6. "All participants could have Terry Masters as leader."

7. "Geared toward primary -- post sign on door indicating "Intermediate session."

8. "It was in a larger room."

9. "It would have been in the morning."

10. "I had been given a kit with all the content - process - product cards to take home."

11. "More definite activities to do with gifted students in class."

EVALUATION OF THE INSERVICE TRAINING ON G/T EDUCATION
OPEN-ENDED RESPONSES

What were some specific points that were valuable to you?

1. "The presenters clearly knew their material. The teaching strategies were useful."
2. "Important - relevant"
3. "Illustrations of activities for gifted students."
4. "The circle tests!"
5. "Knowing there is an office one can contact for further assistance."
6. "Scale - difficulty/skill"
7. "Learning about the gifted child."
8. "Selection of gifted."
9. "The little booklet was a good idea -- a permanent reminder of the in service."
10. "Booklet with activities to help find Gifted."
11. "Small group work -- having to <u>have</u> to give feedback in front of all -- having to have to <u>participate</u>."

EVALUATION OF THE INSERVICE TRAINING ON G/T EDUCATION
OPEN-ENDED RESPONSES

This inservice would have been more valuable if:

1. "Less crowded (not your fault). Tie teaching strategies to content; give examples. Emphasize more how to reach g/t kids through the strategies given a content, i.e. a science unit."
2. "Microphone"
3. "I had anything to do with G/T students and other than my opinion."
4. "Held in a larger room."
5. "Less information and more specific areas -- not everything at once."
6. "The group had been smaller."
7. "There were more time and more practical examples."
8. "Planning and organizing materials for gifted, LEP, ESOL, Resource, hearing problem and 6 reading levels in one room."
9. "More room."
10. "It was more directly related to how the teachers can do this in their classes."
11. "We had more time to ask questions and listen to responses. Group was too noisy."
12. "Less persons in room -- more time for presentations."

EVALUATION OF THE INSERVICE TRAINING ON G/T EDUCATION
OPEN-ENDED RESPONSES

What were some specific points that were valuable to you?

1. "Kaplan's patterns and brainstorming
2. "Brainstorming uses"
3. "Inspiration"
4. "Poems"
5. "I like the idea of letting children participate more in their education."
6. "Content -- process -- product"
7. "Teaching strategies. Brainstorming ideas."
8. "It seemed from responses to activities most skills already being utilized in classroom. Time could have been better spent working in classrooms."
9. "The last "game" (content, process, etc.) can be used in my classroom."
10. "Case histories and identification that children who have problems still can succeed."
11. "Kaplan's patterns, questioning"
12. "The list of creative people."
13. "I liked the creativity tests, the ideas on brainstorming and the last activity which could be used in the room on content/process/product. We needed something like this!!"
14. "Review. 2 new approaches."
15. "Problem of identifying."
16. "The definition of a gifted and talented student."
17. "Brainstorming ideas"
18. "The presenters were well prepared."
19. "The workshop was well organized and planned. The presenters did a good job."

EVALUATION OF THE INSERVICE TRAINING ON G/T EDUCATION
OPEN-ENDED RESPONSES

What were some specific points that were valuable to you?

20. "How to identify a Gifted child."

21. "I realize the inservice was the way it was not because of the presenters -- I'm sure they were given very little room to do what they wanted to do. But I am upset that our district spent so much money renting this place when it could be used in a more productive way."

22. "Identifying the gifted children."

23. "Reminder that all children need to learn to think creatively."

24. "The ideas presented on identifying gifted children and resources available."

25. "Torrance criteria."

26. "All was good."

27. "Kaplans, content + process + product."

EVALUATION OF THE INSERVICE TRAINING ON G/T EDUCATION
OPEN-ENDED RESPONSES

This inservice would have been more valuable if:

1. "It has covered things I didn't already know."
2. "I had not already learned this material in college."
3. "Teachers could have selected content."
4. "The AISD process for entry into the program would have been discussed."
5. "Objectives had been given more importance."
6. "We really had noisy groups and attention was often difficult."
7. "Ideas to reach the creative in arts. Seems most still geared to academics."
8. "I felt the workshop was boring and of little value to me."
9. "Listen to someone speak at length about gifted students."
10. "Sometime have a class in how to write/ask differentiated questioning strategies! Real need for most teachers."
11. "Repeated other workshops. Acquainted us with AISD's present gifted programs -- there is lots of confusion/resentment."
12. "More applicable to my level students and age level students."
13. "Material presented had been more relevant to my needs and the needs of my students."
14. "I had not been to so many of same subject with similar ideas."
15. "If it had been faster paced."

EVALUATION OF THE INSERVICE TRAINING ON G/T EDUCATION
OPEN-ENDED RESPONSES

What were some specific points that were valuable to you?

1. "Kaplan's patterns"
2. "Specific suggestions for activities to do with students."
3. "Questioning procedures"
4. "Too much in too short period."
5. "Teaching about questioning."
6. "Ideas to use in the classroom."
7. "Teaching suggestions."

EVALUATION OF THE INSERVICE TRAINING ON G/T EDUCATION
OPEN-ENDED RESPONSES

This inservice would have been more valuable if:

1. "We wouldn't have had the excessive noise level next door, etc.!!!"
2. "Not so much noise next door."
3. "Want to see Independent Study Kit!"
4. "I had not had a similar Region XIII summer workshop for two days about 5 years ago and other after school workshops."

GIFTED AND TALENTED PROGRAM

APPENDIX D

TEACHER SURVEY

GIFTED AND TALENTED PROGRAM

APPENDIX D

TEACHER SURVEY

Instrument Description: Teacher Survey

82.41

Brief description of the instrument:

A computer-generated questionnaire, with a unique assortment of about 15 questions per teacher from an item pool of 102 items. There were specific items for some programs and the remaining questions were randomly assigned.

To whom was the instrument administered?

All Migrant Program teachers, all teachers who did not receive Teacher Surveys last year (except random 50% samples from Crockett and Martin who all received surveys last year), and a 50% random sample of all new teachers.

How many times was the instrument administered?

Once, with one reminder notice.

When was the instrument administered?

Initial mailing was February 16, 1983, with a reminder sent on March 2, 1983. The closing date for data processing was April 6, 1983.

Where was the instrument administered?

To the teachers in their schools.

Who administered the instrument?

Self-administered.

What training did the administrators have?

N/A.

Was the instrument administered under standardized conditions?

N/A.

Were there problems with the instrument or the administration that might affect the validity of the data?

Unknown.

Who developed the instrument?

The Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

Some items are comparable to items from previous surveys.

INSTRUMENT DESCRIPTION: TEA TEACHER SURVEY

Brief Description of the instrument:

The survey consisted of 15 items that covered several aspects of the Gifted and Talented Program, including a) the inservice training of teachers and support personnel on topics of gifted and talented education, b) parent-teacher conferences, and c) perceived differences by the teacher in the comparison between program students and others. Teachers were asked to show their agreement or disagreement with a series of 15 statements by circling either "YES" or "NO."

To whom was the instrument administered?

Teachers of Gifted and Talented Programs in grades 5, 7, and 9.

How many times was the instrument administered?

Once.

When was the instrument administered?

Surveys were sent April 15, 1983.

Where was the instrument administered?

The instrument was mailed to target teachers.

Who administered the instrument?

The instrument was self-administered.

What training did the administrators have?

Not applicable.

Was the instrument administered under standardized conditions?

No, although instructions were the same to everyone.

Were there problems with the instrument or the administration that might affect the validity of the data?

Unknown.

Who developed the instrument?

Texas Education Agency.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No, there are not.

Teacher Survey

Purpose

Two instruments were used during the 1982-83 school year to gather information from teachers. They were the following:

- o Districtwide Teacher Survey,
- o and TEA Teacher Survey.

The purpose of the surveys was to address the following decision and research questions:

Decision Question D1: What components of the present District effort, if any, should be modified or deleted? Should any component be added?

Evaluation Question D1-2: How are the Gifted and Talented programs different from the regular classes (non-gifted)?

Evaluation Question D1-1: What are the Gifted and Talented program's characteristics and unique features?

Evaluation Question D1-9: What staff development have teachers of the gifted received regarding instruction of gifted students?

Procedures

TEA TEACHER SURVEY.

The survey designed by TEA consisted of 15 items that covered several aspects of the Gifted and Talented Program, including a) the inservice training of teachers and support personnel on topics of gifted and talented education, b) parent-teacher conferences, and c) perceived differences by the teacher in the comparison between gifted students and non-gifted.

Teachers were asked to show their agreement or disagreement with a series of 15 statements by circling either "YES" or "NO". The only identification that teachers were asked to provide was their grade and number of years teaching gifted and talented programs.

ORE added three items to the TEA survey. These items, which were also part of the Districtwide Teacher Survey, followed the same format used by TEA

and dealt with the differences between regular classes and gifted and talented programs. Furthermore, an open-ended question was added requesting opinions and suggestions from teachers on how to improve the District's Gifted and Talented program overall.

A copy of the instrument is included in this appendix as Attachment D-2.

The TEA survey was sent to 61 teachers in grades 5, 7, and 9 who were in charge of a Gifted and Talented Program.

To avoid duplication, teachers of the gifted who were in the teacher Districtwide survey sample received a copy of the TEA survey which did not include the three additional District items. A letter was sent to teachers along with the TEA survey explaining distribution procedures. It is included in this appendix as Attachment D-1.

DISTRICTWIDE TEACHER SURVEY.

Multiple unique forms of "Questions for Teachers" were generated on the District's IBM computer. The total item pool consisted of 102 items. The sample was taken from the personnel/teacher file in the following steps:

1. Include all teachers excluded in 1982.
2. Include 50% of all teachers with location codes for Crockett High School and Martin Junior High School (all were sampled last year).
3. Include all teachers listed as participating in Chapter 1 Migrant.
4. Exclude elementary teachers who had already received retention surveys.

The total sample was 1614 teachers.

Attachment Q-2 shows how questions were assigned to teachers. Form length varied from 12 to 16 items. Attachment Q-3 of the Systemwide Evaluation (Report No. 82.55) shows how many surveys were assigned each item.

The questions related to Gifted and Talented Education included in the Systemwide Survey will be presented below, within the results section.

Results

TEA TEACHER SURVEY.

The survey provided by TEA for the evaluation of the District's Gifted and Talented Program was sent to 61 teachers in grades 5, 7, and 9. Results of this survey were tabulated by the Office of Research and Evaluation. Twenty-nine completed surveys were returned. The proportion of teachers responding by grade was as follows:

Grade 5 = 52% (15) Grade 7 = 14% (4) Grade 9 = 24% (7)
Unknown grade = 10% (3) Total = 29 Return rate = 47.5% (29/61)

According to the data collected, teachers of the gifted programs who returned the completed survey have been teaching Gifted/Talented Programs for an average of 2.2 years.

A summary report of the statistics obtained for each item is presented in attachment D-2. Tabulations of the TEA Teachers Survey data indicate:

- A majority of teachers (58%) meet with parents to present the programs and explain goals at the beginning of the school year, but few have follow-up meetings during the rest of the year to keep parents informed.
- The majority of the respondents (82% or more for each of the items 10 through 14) find the program to be beneficial to the students enrolled.
- Seventy-five percent of the participating teachers would like to teach their Gifted and Talented courses again next year.

The District added to TEA's teacher survey items on three additional topics. The first one deals with the services offered by teachers to gifted and talented students. It was learned that the majority of the respondents (89%) serve the needs of the gifted and talented students by providing a special activity for gifted students in regular classes. The second most popular activity was to sponsor independent study projects. The data obtained on this topic is shown in Figure D-1.

A. I serve the educational needs of gifted/talented students by:	Yes	No
16. Teaching students who have been advanced one grade.	13	14
17. Providing a special activity for gifted/talented students in regular classes.	9	11
18. Sponsoring special programs approved by the District's Gifted/Talented Office.	17	1
19. Sponsoring leadership projects.	8	10
20. Sponsoring independent study projects.	13	5
21. Grouping gifted/talented students within a group for instruction.	9	7

FIGURE D-1. SERVICES PROVIDED TO THE GIFTED/TALENTED STUDENTS.

Teachers were also asked about the instructional materials used in their Gifted and Talented Programs. It was found that the majority of the respondents (88%) used materials different from those for regular classes and special textbooks to teach gifted and talented students. Figure D-2 shows the data obtained for this topic.

B. I use the following with gifted/talented students:	Yes	No
22. Materials different from those for regular classes	17	2
23. Special textbooks and/or books	15	5
24. Materials from the District's Gifted and Talented Office	11	8
25. Materials from a special curriculum designed for gifted/talented students	14	5

FIGURE D-2. INSTRUCTIONAL MATERIALS USED IN GIFTED AND TALENTED PROGRAMS.

Finally, two items were added to document whether teachers had received inservice training on topics related to Gifted and Talented Education. These items were added to supplement Appendix C since the inservice training evaluated in that appendix was required only for teachers of third,

fourth, and fifth grades, and this survey was sent to fifth, seventh and ninth grade teachers. It was found that about half (56%) of the respondents received inservice training related to Gifted and Talented Education. There were 11 teachers of the 14 who responded to the last item who said they benefited from the inservice training received.

Teachers were asked to share opinions and suggest ways to improve the District's program. The suggestions given referred to varied topics and no single theme was predominant. All the responses given are recorded in Attachment D-3. In general, the suggestions refer to allowing teachers to provide input for the forthcoming reorganization of the Program, expanding staff and giving more support to the Gifted and Talented Program, among other recommendations.

DISTRICTWIDE TEACHER SURVEY.

The Districtwide Teacher Survey included the following items:

57. If you teach a special class for gifted students, please indicate which of the following techniques you use:

N=115

1. 79% Use more advanced materials
2. 45% Move more rapidly through the curriculum
3. 64% Give more independent assignments
4. 33% Assign more writing
5. 34% Assign outside readings
6. 39% Have more class discussions
7. 31% Ask more discussion questions on tests
8. 29% Other (Specify):_____

58. In your opinion, why don't more teachers implement activities for gifted students? Please check all that are appropriate.

N=573

1. 59% Lack of funds and resources at the school
2. 24% Lack of personal interest
3. 41% Lack of recompense for teachers
4. 49% Lack of training in the area
5. 21% Lack of support by the district
6. 34% Other (Specify): _____

59. Please indicate the two areas in which you would be most interested in teaching a gifted/talented class.

N=256

	Rank		Rank
1. Math	2	8. Performing Arts	5
2. Language Arts	1	9. Computer Literacy	4
3. Social Studies	3	10. Interdisciplinary Classes	13
4. Science	8	11. Future Problem Solving	14
5. Foreign Language	6	12. High-Level Thinking	10
6. Music	11	13. Leadership Skills	9
7. Art	7	14. Psychomotor (P.E.)	12

60. Please check the topics for inservice training which you would like to attend:

N=567

1. 22% Identification procedures for gifted/talented students
2. 32% Activities for gifted/tlaented students
3. 21% Differentiating curriculum for gifted/talented students
4. 43% How to teach high-level thinking
5. 45% Meeting the needs of gifted/talented students in the regular classroom
6. 22% None

Questions 57 and 58 had an "Other" alternative, and respondents were asked to elaborate. All the responses given for each question are recorded in Attachments D-4 and D-5, respectively.

Responses to item 58 indicate that teachers of gifted students use a combination of techniques. Although 79% of the respondents said they use more advanced materials, all other items received relatively high percentages as well; for example, "independent assignments" was selected by 64% of the respondents.

A majority (59%) indicated the reason why more teachers do not implement gifted and talented programs is due to lack of funds and resources at the school. Another declared reason is lack of training (49%).

The preferred topic for inservice training (45% of the teachers responding to item 60) was "meeting the needs of gifted and talented students in the regular classroom." The next most preferred topic was "how to teach high-level thinking," selected by 43% of the respondents.

82.41

ATTACHMENT D-1

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 13, 1983

TO: Teachers of Gifted and Talented Programs in Grades 5, 7, and 9

FROM: Martin Arocena

SUBJECT: Teacher, Parent, and Student Surveys

Enclosed please find copies of three surveys designed by the Texas Education Agency (TEA) for completion by all teachers, students and their parents participating in a gifted and talented program in grades 5, 7, and 9. The results of the questionnaire will be tabulated and included in the required annual report to TEA.

The cooperation of all students, parents, and teachers involved is requested since compliance with the terms of the grant will optimize the District's chances of receiving State grants for the local Gifted and Talented Program in the future.

Please ask students to take the questionnaire home to their parents and return the completed ones to you as soon as possible. Please return all completed surveys by FRIDAY, APRIL 29, 1983, through campus mail to:

Martin Arocena
Office of Research and Evaluation
Administration Building

A prompt completion of this task will be greatly appreciated. If you have any questions please call me at 458-1228.

Thanks.

APPROVED: Freda Holley by D.D.
Director, Office of Research and Evaluation

APPROVED: Ruth McAllister
Assistant Superintendent for Elementary Education

cc: Hermelinda Rodriguez
Gifted and Talented Office

MA: lg
Enclosure

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

GIFTED/TALENTED TEACHER EVALUATION
OF THE GIFTED/TALENTED PROGRAM

Dear Teacher:

We are evaluating the gifted/talented program and need your opinion on the following items. Please answer the following questions as honestly as you can and return the form to: Martin Arocena, Office of Research and Evaluation. Please feel free to offer additional comments on the back of this form.

Grade Level (circle appropriate grade): 5=15 7=4 9=7 0=3

Number of years teaching in the gifted/talented program: 0=4; 2=7; 4=3; 1=8; 3=3; 5=2

		Yes	No	Blank
1.	The objectives of this program build on the regular school curriculum.	27	2	0
2.	The entire staff for the grade levels served by the program received staff development on characteristics and identification of gifted/talented students.	14	12	3
3.	I volunteered to teach in the gifted program or was selected to teach in it after I had expressed a positive interest.	27	1	1
4.	I received staff development training before I began teaching in the program.	12	14	0
5.	Support staff personnel such as librarians and counselors have received training in gifted education.	10	12	7
6.	I frequently work with support staff personnel in development of the program.	12	14	3
7.	I have conducted or participated in a meeting to explain the program to parents.	17	10	2
8.	I have had planned conferences with parents of individual students since the start of the school year.	9	17	3
9.	Parents contact me concerning this program more than they have in other programs I have taught.	7	20	2
10.	Generally, there is a positive difference in the students' ability to solve probelms.	25	2	2
11.	Generally, there is a positive difference in the students' ability to research information correctly.	24	4	1
12.	Generally, there is a positive difference in the students' ability to demonstrate critical thinking skills.	25	2	0
13.	Generally, there is a positive difference in the students' ability to plan and organize time and information.	25	3	1
14.	Generally, the self-concept of most students in the program has improved	27	1	1
15.	I would like to teach this course again next year.	22	4	0

(over)

	I serve the educational needs of gifted/talented students by:	Yes	No
*16.	Teaching students who have been advanced one grade.	13	14
17.	Providing a special activity for gifted/talented students in regular classes.	9	11
18.	Sponsoring special programs approved by the District's gifted/talented office.	17	1
19.	Sponsoring leadership projects.	8	10
20.	Sponsoring independent study projects.	13	5
21.	Grouping gifted/talented students within a group for instruction.	9	7
	I use the following with giftud/talented students:	Yes	No
22.	Materials different from those for regular classes	17	2
23.	Special textbooks and/or books	15	5
24.	Materials from the District's Gifted and Talented Office	11	8
25.	Materials from a special curriculum designed for gifted/talented students	15	5
26.	I received INSERVICE TRAINING related to gifted/talented students' needs and problems and/or how to teach them.	9	7
27.	I think I benefited from the inservice training received.	11	3

The District is considering a major revision/reorganization of the District gifted/talented program. Do you have any ideas or suggestions on how to enhance this program? Please share them with us.

* Items 16 through 27 were developed by ORE.

GIFTED/TALENTED TEACHER EVALUATION OF THE GIFTED/TALENTED PROGRAM

The District is considering a major revision/reorganization of the District gifted/talented program. Do you have any ideas or suggestions on how to enhance this program?

"More information given out from the gifted office about their program to get more help from the teachers and staff. I have enjoyed work with the gifted staff with AISD. They are tops!"

"There seems to be an interest in the formation of an honors Geometry program at Johnston. There exists an honors program in Advanced Algebra. The students surveyed were in regular first year Algebra and will be a part of Mu Alpha Theta next year. I think it would be beneficial both to the students and to the educational process if at all possible."

"I am sponsor of Mu Alpha Theta which is conducted outside of regular class time. Therefore, it has been difficult to maintain communication between students, teachers, and parents. I would like to see a Math Team class being offered as an elective course."

"There needs to be more AISD approval, support and integration into regular curriculum, which I believe is taking place gradually. 'Gifted/Talented' seems to be a term used in a situation that seems to be more fitted as 'enrichment'. The truly gifted may still be left out because of testing and behavioral problems.

I'm retiring this year, but my journalism program has really enriched my last years as a librarian in AISD. Please continue to enlarge and support such programs. Thank you for my experience with the program."

"I feel that teaching in a gifted/talented program is one of the most valuable services I have ever provided. I hope that teacher input will be a part of any considered revision. I have heard that a 'set' curriculum is being considered. I hope provision would be made for utilization of individual teacher expertise and that it would not be a 'canned' program. The use of a release teacher has been a boon to me and the entire faculty. I consider it a valuable use of funds."

"Expand staff. Utilize input from existing staff."

"Yes, but suggestions are just that without real consideration given to them:

1. Gifted science programs should be given first priority in in this District.
2. Teachers of the gifted should be allowed to give input in major decisions that will affect them and their programs.
3. Teachers of gifted programs should be given more training by qualified consultants.

4. Staffing for gifted programs should and needs to be increased - no teachers, no classes!
5. Parents should be included in the decision-making process - it's their children we are teaching."

"Provide training for teachers! Realize the difference between gifted and honors programs. Give gifted same emphasis and support as resource and athletic programs."

"Provide materials for teachers to get ideas from in subject level. Provide G/T magazines to individual schools - not Gifted Office. Provide at least one conference for each teacher to attend for ideas. Provide time for teacher to write units for G/T students. When this is added to other duties, the work task is almost overwhelming. Provide an opportunity for G/T teachers to share units with other G/T teachers and do the printing for them to use in sharing session. Come and visit our classes and see for yourself what we are doing. Prior notice will help us to have materials ready so your time will not be wasted."

"Our program was organized as a voluntary club, not a class. We started the year with members, including several 9th graders. Unfortunately the 9th graders did not complete Science Fair projects. One in particular participated in activities, library trips, and a field trip. He talked to a physicist at UT and made a good beginning, but he did not complete the project. The other 9th graders came to several activities, but never even began an independent study. I would not recommend this type of organization for 9th graders, at least based on our experiences. The older students seemed to work much better and completed projects."

"The selection process bothers me. I haven't hit upon a solution, but I'm working on it. I have an average of 25 students in class and usually there are 8-10 who should not be there. But the school insists that I have 25-30 students to make the class."

"More money should be available to place a teacher at least one half day, everyday, in every school to meet needs of gifted students."

QUESTION 57. IF YOU TEACH A SPECIAL CLASS FOR GIFTED STUDENTS, PLEASE INDICATE WHICH OF THE FOLLOWING TECHNIQUES YOU USE:

"many oral performances."

"Unfortunately, the only gifted students I have (in my film production class) are not considered gifted by others. . .I disagree."

"Assignments that incorporate advanced materials, outside readings, writing and class discussions."

"Have more involved activities planned."

"Longer assignments."

"Use independent contracts."

"More actual experiences (by students) similar to those studied."

"Cover topics not mentioned in curriculum - higher level thinking and geometry-spatial relationships."

"Had to cancel - administration did not want to keep 'gifted and talented' and just dumped all levels."

"Ask questions at a higher level."

"Special projects and demonstrations."

"Special assignments - music."

"Study trips used to enhance subject."

"Visits to museum with exhibit we are studying."

"Trips."

"Have more class discussion questioning techniques used."

"More creative projects; students evaluate each other's work."

"More long-term, multi-discipline assignments."

QUESTION 58. IN YOUR OPINION, WHY DON'T MORE TEACHERS IMPLEMENT ACTIVITIES FOR GIFTED STUDENTS?

"Lack of time necessary." (115 respondents gave this answer)

"I'm not familiar enough to know why."

"Swamped by mundane tasks."

"Too many other 'needs' to meet."

"Lack of knowledge."

"Philosophical difficulties with the Gifted-Talented concept."

"Class sizes too large; advanced materials lacking."

"No real selection process for gifted."

"Lack of support at base school."

"There are too few gifted students to warrant it."

"Red tape makes it discouraging to try."

"Not enough knowledge regarding what to offer them."

"Lack of organizational structure for it."

"Some teachers don't work with that type of student."

"Lack of training."

"Lack of interest in certain school."

"Too much time out of school to organize and plan."

"Laziness."

"Most teachers are not aware of the many different kinds of programs available that could be implemented in their schools. Also teachers who are interested have no idea of how to begin or any guidance once they get started."

"Lack of flexibility (need to allow small classes)."

"Lack of materials and teacher manpower (i.e., gifted specialist or classroom aide)."

QUESTION 58. IN YOUR OPINION, WHY DON'T MORE TEACHERS IMPLEMENT ACTIVITIES FOR GIFTED STUDENTS?

"Excellent at small schools - we have no money."

"Lack of gifted students."

"Lack of teachers."

"Classroom behavior and too many low students in classroom."

"Perhaps the overwhelming fact that the 'Gifted' kids are outnumbered makes it very hard for us to put a lot of extra effort into their nurture and education."

"Need to reduce student/teacher ratio."

"We have very little need for gifted programs. We need help with underachievers."

"Restriction on racial quotas."

"Should give money to teachers - like a coach."

"Understaffed."

"Other perceived priorities, such as the basic curriculum."

"No overall program. If a child transfers, he or she would probably not have a similar program."

"I think they do in every classroom."

"Lack of knowledge of procedures."

"Class loads of 30+ students hinder implementation."

"Easier to plan one set of activities than to vary according to abilities."

"Lack of helpers."

"Too many students and not enough time."

"Teachers can only do so much."

"Responsibilities to remaining students."

"Mixed levels of students in classes."

QUESTION 58. IN YOUR OPINION, WHY DON'T MORE TEACHERS IMPLEMENT ACTIVITIES FOR GIFTED STUDENTS?

"We're expected to try to do too many things for too many different people; i.e., (1) individual differences, (2) resource, (3) bilingual or ESL, (4) G/T, (5) SCE."

"Lack of candidates."

"It's another form of neglecting the slow learner and minority children who have special needs."

"Lack of personal gratification."

"In my area we don't get gifted students. Also, all students should be encouraged to use their skills, imagination, etc. no matter what their level."

"Excessive emphasis placed on the 'academically gifted' only."

"Lack of enough students (class of 5 causes overloading in other areas)."

"Some of the elementary programs don't help and many hinder students."

"Insufficient number of truly gifted students."

"Pupil to teacher ratio - classes are too large."

"Lack of human resources."

"Class loads too high."

"Not enough special programs for gifted."

"Lack of structure."

"Lack of paid planning time."

"Too many problem kids; too many below level; too many required demands."

"There is not enough time to make 3 sets of plans (gifted, average, below grade level) for 8 subjects each day. I already make 2 sets of plans for most areas and 3 for some!"

"Too many discipline problems; classes too large."

"Grouping problems - too many levels as it is."

QUESTION 58. IN YOUR OPINION, WHY DON'T MORE TEACHERS IMPLEMENT ACTIVITIES FOR GIFTED STUDENTS?

"Low students need extra help too."

"We are much too busy trying to help those who are very low."

"Scheduling problems for teachers and students."

"Not enough help."

"Lack of appropriate testing to determine such, administered by qualified personnel."

"There are only a few gifted classes in grouped situation."

"Lack of support by Principal."

"Teachers are too busy bringing low students up to level."

"My kids don't qualify."

"Lack of designation of such students."

"Too many hassles."

"Teachers are worn down too much by ridiculous busy work - no energy left for important things."

"Main concern is teaching those who are behind."

"Paper work - with low expectations for approval."

"In mathematics, the course selection - at the high school level - provides adequately for the gifted."

"We do in science and math."

"Grading system not weighted."

"No prepared units/materials."

"Too much paper work. Good teachers can provide for gifted in classroom."

"Too much book knowledge; not enough real experience."

"Gifted not identified."

"Lack of knowledge of G&T. Lack of good direction from district. We neet a set program if possible. It takes all of our time just to plan and keep up with the regular classroom!"

QUESTION 58. IN YOUR OPINION, WHY DON'T MORE TEACHERS IMPLEMENT ACTIVITIES FOR GIFTED STUDENTS?

"Too much paperwork."

"It is extra work - teachers don't feel efforts are recognized."

"Too many low achievers in classroom to allocate enough time."

"The district needs to address the issue of 'gifted' teachers teaching gifted students and consider more preparation time and compensation. We need to change the title 'gifted and talented' and redefine."

"Required paperwork to receive funds."

"Don't have class of G/T's."

"Regular student load."

"Too many average/below average to consider."

"Guidelines for admission are too stringent."

"I honestly believe it's due to teachers' already busy schedules and efforts to reach underachievers."

"I strongly feel trained, educated specialized teachers only should instruct, not the regular classroom teacher - it's an added burden time-wise to an already way overdemanding amount of work."

"Review of programs should be done by those familiar with the capabilities of students involved in program."

"Teacher load saturation - more than 1 school - no time in schedule because of class load."

"Too busy with paperwork."

"It would take away time needed for all students."

"Because we have too many not considered gifted!"

"Too much on teachers already."

"Double responsibilities - 2 classes to plan and prepare for regular and gifted."

QUESTION 58. IN YOUR OPINION, WHY DON'T MORE TEACHERS IMPLEMENT ACTIVITIES FOR GIFTED STUDENTS?

"Lack of support people; subs aren't even available for field trips. Class sizes are not adjusted downward."

"Lack of physical energy."

"Too much red tape and surveys!"

GIFTED AND TALENTED PROGRAM

APPENDIX E

ADMINISTRATOR SURVEY

82.41 Instrument Description: Administrator Survey

Brief description of the instrument:

The "Questions for Administrators" survey included 62 questions. Some questions on this annual survey were also included on the "Questions for Teachers" survey to allow comparisons--others were asked only of administrators. The survey was computer-generated during 1982-83 for the first time, with administrators asked only about topics applicable to them. Information related to accreditation, staff development, retention, discipline, bus monitors, achievement, insurance, administrator evaluation, Project PASS, school resources, gifted/talented programs, and counselors was collected.

To whom was the instrument administered?

All District administrators were surveyed (N=315). Administrators received only questions which applied to them. The number of questions received varied from 10 questions for some central administrators to 33 questions for some elementary school administrators.

How many times was the instrument administered?

Once. Surveys were first sent out February 14 with a reminder sent February 28.

When was the instrument administered?

February 14, 1983 with a reminder survey February 28.

Where was the instrument administered?

Through the school mail to administrators' building addresses.

Who administered the instrument?

Self-administered.

What training did the administrators have?

N/A.

Was the instrument administered under standardized conditions?

No, although instructions were the same to everyone.

Were there problems with the instrument or the administration that might affect the validity of the data?

None that are known.

Who developed the instrument?

District Priorities' evaluator finalized questions submitted by Office of Research and Evaluation (ORE) and other AISD staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

Responses for some questions are available from last year's survey. Some item responses can be compared to those of teachers on their survey.

Administrator Survey

Purpose

The "Questions for Administrators" survey was designed to collect information on issues of importance districtwide. This year's survey included questions on accreditation, staff development, health insurance, administrator evaluation, Project PASS, school resources, Gifted and Talented programs, and counselors. Questions on a variety of projects and topics are included in an effort to cut down on the total number of surveys issued.

The purpose of the Gifted and Talented questions was to address the following decision and evaluation questions:

> Decision Question D1: What components of the present District efforts, if any, should be modified or deleted? Should any component be added?
>
> > Evaluation Question D1-1: What are the Gifted and Talented Program's characteristics and unique features?
> >
> > Evaluation Question D1-2: How are the Gifted and Talented Programs different from the regular classes (non-gifted)?

Procedures

Instrument.

Staff of the Office of Research and Evaluation and other central administrators were asked if they had any questions for central or school administrators and/or teachers in Fall 1982. A District evaluator and evaluation assistant worked individually with those submitting the questions to finalize the questions and samples. A final draft of the survey was produced in January 1983 and distributed to ORE and other key administrative staff for review. Some minor changes were again made. The final survey included 62 questions; of these, nine questions addressed Gifted and Talented topics. These questions are included in Attachment E-1.

This year's survey included over twice as many questions as last year's. It was computer-generated this year, and administrators answered only questions applicable to them. Some questions applied to all administrators; these were answered by all central and a random sample of half the elementary and secondary principals. Other questions that applied only to elementary and secondary school administrators were randomly assigned half to one group of principals and half to another. Finally, some project-specific questions were given to all applicable administrators. One of the Gifted and Talented Program's questions (No. 69) was sent to all

sampled. There were 79 administrators from secondary, and 74 from elementary. Half of the administrators at both the elementary and secondary levels were sent the other eight questions.

Results

Results of the Gifted and Talented questions are shown in Attachment E-1. Only one-third of the school administrators said all gifted and talented students at their school were currently being served. Lack of funds or interested teachers for these programs were the top reasons mentioned for not serving everyone. Schools reported serving students who were served most often by ability grouping, individualized instruction, and extra assignments. Several questions dealt with priorities for the program. School administrators valued "gifted" (academic) programs more than "talented" (artistic) programs, with top priorities in language arts, math, and science. When forced to choose, administrators said Gifted and Talented programs were most important at the intermediate (grades 4 - 6) level. Over half (54%) of the administrators believed every classroom teacher should provide special activities for gifted and talented students. The best time for gifted and talented classes is during the regular class-time in the same subject.

Question Nos. 53, 54, 55, 56, and 57 were multiple-choice questions, but they included an "other" alternative. Responses given to these items are recorded in Attachment Nos. E-2, E-3, E-4, E-5, and E-6, respectively.

The Gifted and Talented question which was sent to all the school administrators sampled was an open-ended question requesting ideas and suggestions on how to enhance the District's Gifted and Talented programs. All the ideas and/or suggestions received are recorded in Attachment E-7. There were 29 administrators who responded. These responses varied greatly in content. However, there is one quotation that summarizes most of the comments:

> "Inservice training, personnel, and additional funds; more standardization across the District."

52. Are all the gifted/talented students in your school currently served by a special program? N=122

YES	NO
32.0%	68.0%

53. How has your school served gifted/talented students this year? (Check all that apply) N=62

RANK	TOTAL POINTS	
1	54	Grouped by ability
2	39	Individualized instruction
7	9	Provided a mentor
3	29	Gave extra assignments
6	13	Promoted to next grade
4	17	Accelerated to next grade for some classes only
5	14	Other (Specify): (See Attachment E-2)

54. In your opinion, which areas should have gifted programs in the schools: Pick your top three choices, rating your highest priority as "1." N=52

RANK	TOTAL POINTS	
1	77	Language Arts
2	70	Math
8	9	Social Studies
3	47	Science
8	9	Art
12	2	Drama
11	3	Music
6	15	Leadership
12	2	Psychomotor (Physical Education)
10	5	Foreign Languages
4	29	Computer Literacy
8	9	Interdisciplinary Classes
5	19	Future Problems Solving
7	13	High-Level Thinking
11	3	Other (Specify): (See Attachment E-3)

55. Please check the reasons why some gifted/talented students are not served in your school. (Check all that apply). N=56

RANK	TOTAL POINTS	
1	30	Lack of funds to implement a program
4	17	Identification guidelines are inadequate
2	24	Lack of teachers interested in planning and teaching a G/T class
5	13	Concentration of resources in other programs
7	3	I have chosen not to hold G/T programs in this school
3	19	Not all G/T students were identified
6	10	Other: (See Attachment E-4)

56. Special activities for gifted/talented students should be provided by (check one) N=56

53.6%	Every classroom teacher
21.4%	Teachers who have received in-depth G/T training only
10.7%	Any interested teacher
8.9%	One or two teachers per grade level
5.4%	Other (specify): (See Attachment E-5)

57. When is the best time to have gifted/talented classes? (Pick one) N=60

13.3%	Before/after school
83.3%	During regular classes in the same subject (gifted math during regular math, talented music during regular music class)
3.3%	Gifted programs in the basics during regular classes in "non-basics" (e.g., gifted math during art class)

58. At which level do you think it is most important to have gifted/talented programs? (Pick one) N=54

Primary	Intermediate	Junior High	Senior High
11.1%	55.6%	11.1%	22.2%

59. Which type of program do you think is most important? (Pick one) N=58

87.9% Gifted (Academic) 12.1% Talented (Artistic)

OPEN-ENDED RESPONSES TO QUESTION NO. 53

HOW HAS YOUR SCHOOL SERVED GIFTED/TALENTED STUDENTS THIS YEAR?

"Enrichment activities within regular classroom to stress high level thinking skills."

"Enrichment classes."

"Enriched activities."

"Meeting needs in classrooms."

"G/T Office provided Kay Johnson to work with two teachers."

"Special programs."

"Special computer program, art program."

"Teacher working with them as a selected group."

"We have Gifted teacher."

"Special programs - computer, math, leadership, art, music, etc."

"Independent study."

"Higher Level Thinking classes."

"Special music for top 8% - 2nd and 3rd."

"Field trips and resources."

"Classes at U.T.; leadership opportunities."

OPEN-ENDED RESPONSES TO QUESTION NO. 54

IN YOUR OPINION, WHICH AREAS SHOULD HAVE GIFTED PROGRAMS IN THE SCHOOLS?

"Gifted Underachievers (see Whitmore, 'Giftedness, Conflict & Underachievement')"

OPEN-ENDED RESPONSES TO QUESTION NO. 55

PLEASE CHECK THE REASONS WHY SOME GIFTED/TALENTED STUDENTS ARE NOT SERVED IN YOUR SCHOOL.

"No clearly identified philosophy in this area. Concern about students being 'singled out' or developing an elitist attitude. Extra stress on student with several demanding classes is also a problem."

"Size (Enrollments)"

"Lack of teachers with time to do it."

"I think children should be served in classroom according to need."

"Emphasis on basics must come first."

"We are presently going through a re-organization and change of focus period."

"Number 3 is the main reason." (Lack of interested teachers.)

"Only 8% could be served according to guidelines."

"I feel all children have potential that deserves development - not just one group."

"Staff/scheduling"

"Some students wish to take easier classes."

"Not enough teachers to allow extra programs - special classes."

OPEN-ENDED RESPONSES TO QUESTION NO. 56

SPECIAL ACTIVITIES FOR GIFTED/TALENTED STUDENTS SHOULD BE PROVIDED BY:

"Teachers who have received training to teach G/T students. Teachers who feel this is an important need."

"Every classroom teacher who is interested, who has received training, and who has met exit criteria of training program."

"Itinerant teacher."

"Additional classroom teachers are needed."

"Individualized instruction."

OPEN-ENDED RESPONSE TO QUESTION NO. 57

WHEN IS THE BEST TIME TO HAVE GIFTED/TALENTED CLASSES

"Depends on the number of students to research. Usually better during the school day when affected by desegregation."

60.

"Provide release teachers to buildings, so interested teacher could have time."

"Inservice training, personnel, and additional funds. More standardization across the District."

"It should fit every school. It is the opposite of Sp.Ed. continuum. The curriculum should be differentiated and teachers trained. It's imp. the wider the range but in every grade."

"Identification by G/T office. Program plan paperwork greatly reduced."

"Let principal have a right to hire a well-qualified teacher for each grade level - bright, interested and dedicated. Pay her."

"Give the same training to all AISD teachers on how to provide for gifted students in their classes. Give each elementary school a flat amount to use as appropriate to their particular population. Set basic criteria that must be met by school to be eligible."

"Clear indications and guidelines that prevent 'status' behavior in parents and students."

"Our school is small (280 students). Our facilities are also inadequate. For us to do a quality job with a G/T program we need: 1. a replacement facility, 2. more teachers and students on each grade level, 3. mandatory programs in each school."

"Provide staffing support for sections that draw less than 20 students in a section."

"Get better coordinators for secondary."

"Let's not forget the students in the middle. We tend to provide for those at the top and bottom and forget the middle majority."

"I believe that G/T students should be accomplished through a combination of acceleration of student promotion and by expanding curriculum choices upward to include higher level study."

"Provide identification factors for assignment of students into such classes - reading scores, step grades, teacher recommendations, etc."

"Define gifted and talented. Set up standards for entry."

"Change the name! I feel some negative personality traits are developing within some students labeled as G/T."

60. DO YOU HAVE ANY IDEAS AND/OR SUGGESTIONS ON HOW TO ENHANCE THE DISTRICT'S GIFTED/TALENTED PROGRAM?

"Develop a district-wide plan to coordinate the program K-12, after developing a working definition of what G/T means in AISD.
Specify the criteria for choosing G/T students.
Provide staff development to teachers who will be responsible for teaching G/T students, and counselors and administrators.
Provide support through additional resources to support the program if it is implemented."

"1. Install a program for Gifted Underachievers as in Cupertino, Calif. (see Whitmore, 'Gifted, Conflict and Underachievement'). Consider a 'needs based' program for gifted underachievers, i.e., rather than get hung up on labels, let's meet obvious student needs.
2. Train a cadre of teachers, a couple at each grade level at each school, who will receive and provide learning opportunities for gifted kids."

"Better teacher awareness as to who is G/T."

"Definite guidelines, policies and directions need to be provided, along with enough to make it believable. We also need stronger leadership and some continuity. It is a problem when a child can be gifted in one school and not another."

"Find out more about their family roots and encourage creativity - especially with minority students who have not had the academic gift of training."

"We really need additional persons to have a gifted and talented program."

"Staff Development for all teachers. Topic: How to meet the needs of the G/T in regular classroom - during the school day."

"Any program is only as good as the teacher. We design programs utilizing certain teachers. When that teacher leaves (moves, dies, etc.), the program folds."

"Train teachers to make G/T a regular part of the classroom."

"Stop calling it Gifted & Talented and insist that each teacher and all schools provide something special to meet the needs of all children."

"One gifted teacher on each campus that wants the program."

60.

"Involve community resources more and utilize 'Gifted-Talented' PTA resources."

"An increased number of mentors in business, industry, government, etc., and generally more involvement by business and industry.

A person on each campus to arrange enrichment experiences for a select number of students in a number/variety of situations. He/she should have no other responsibilities except to see that quality experiences are placed with identified G/T student.

Money for each local campus to provide special materials for special projects."

"A good program needs a teacher space and when your efforts are directed toward the low level classes - heavy percentage - then it makes scheduling difficult. Also, all teachers need to be aware that more of the same isn't necessarily better. These students need experience that is high level, but also must be able to do what others do.

G/T isn't in one area, and, therefore, to develop one over another will leave good kids out.

To explore individualized instruction for junior-high school, needing a teacher who has time to guide students. A teacher who has five classes is a very fatigued teacher."

GIFTED AND TALENTED PROGRAM

APPENDIX F

PARENT SURVEY

82.41

Instrument Description: Parent Evaluation of the Gifted And Talented Program.

INSTRUMENT DESCRIPTION:

Brief Description of the instrument:
The survey designed by TEA consists of 18 items. The first two asked parents to identify the grade of their student and how long that student has been enrolled in the gifted and talented program. The other items were statements regarding various aspects of the District's program. Parents were asked to indicate whether they agreed by selecting a "yes" or "no" alternative. Two items which followed the format were added by the District. Finally, the District also added an open-ended question asking for suggestions to improve the program.

To whom was the instrument administered?
To parents of students in fifth, seventh, and ninth grade enrolled in gifted and talented programs.

How many times was the instrument administered?
Only once.

When was the instrument administered?
The surveys were sent on April 13, 1983.

Where was the instrument administered?
Parents completed the survey at home.

Who administered the instrument?
The instrument is self-administered.

What training did the administrators have?
Not applicable.

Was the instrument administered under standardized conditions?
No.

Were there problems with the instrument or the administration that might affect the validity of the data?
Yes. The following problems were identified: a) the need for a third alternative to indicate no knowledge about the item, and b) item four has two parts. Some parents needed two sets of responses to answer appropriately to the two components of the statement.

Who developed the instrument?
The survey was designed by TEA.

What reliability and validity data are available on the instrument?
None.

Are there norm data available for interpreting the results?
No, there are no norm data available.

TEA PARENT SURVEY

Purpose

A parent survey was conducted to address the following decision and research questions:

Decision Question D1: What components of the present District effort, if any, should be modified or deleted? Should any component be added?

Evaluation Question D1-12: How were parents involved in Gifted/Talented programs?

Evaluation Question D1-13: What do parents like about the program?

Evaluation Question D1-14: What problems have they identified?

Procedures

The parent survey provided by TEA for the evaluation of the Gifted and Talented Program was sent to 504 parents of gifted and talented students enrolled in grades five, seven, and nine. A cover letter (see Attachment F-1) accompanied the survey asking parents for their cooperation in completing the survey and for a prompt return. Parents were asked to return the survey through their children to the teacher in charge of the Gifted and Talented Program, who in turn sent the surveys to the Office of Research and Evaluation for tabulation and analysis.

The survey, designed by TEA, consisted of 18 items. The first two asked parents to identify the grade of their student and how long that student had been enrolled in the Gifted and Talented Program. The other items were statements regarding various aspects of the District's program. Parents were asked to indicate whether they agreed by selecting a "Yes" or "No" alternative. Two items which followed the format were added by the District. Finally, the District also added an open-ended question asking for suggestions to improve the program.

There were no apparent problems in the distribution and collection of the surveys. However, parents had problems answering some of the items, as is indicated by the responses in non-prescribed places and comments in the margins. The most prevalent problems include the following:

a) the need for a third alternative to indicate no knowledge about the items,

b) item 4 of the survey has two parts. Some parents needed two sets of responses to answer appropriately to the two components of the statement.

The District added to the survey three items to address local interest. Two of these items followed the format of the survey and the third called for a written response. The three items added were the following:

- This year, I attended parent activities related to problems, needs and/or programs of the Gifted and Talented students.
- I benefited from the parent activities related to Gifted and Talented students.
- The District is considering a major reorganization of the District Gifted and Talented Program. Do you have any ideas or suggestions on how to enhance this program?

Results

There were 504 surveys sent out to parents of students in Gifted and Talented Programs in the District's fifth, seventh, and ninth grades. However, only 32% (163/504) were completed and returned.

The item-by-item results of the survey are presented on Attachment F-2. Overall, the parent evaluation of the Gifted and Talented Program was positive. The majority of the parents said they understood how their children were selected to participate in the Gifted and Talented Programs and also said that they understood the objectives of the programs. Furthermore, the responses to the various items indicate that the majority of the parents think that the Gifted and Talented Programs are beneficial to their children. Ninety percent of the respondents would like their children to continue in the programs.

As was indicated above, the last item of the survey, which was added by the District, asked parents for suggestions and recommendations for program improvements. There were 50 parents who addressed the open-ended question and/or who made comments with respect to the District's Gifted and Talented Programs. The responses may be classified as:

- General support and/or overall satisfaction with the program. 12
- Requests and suggestions for expansion of the program districtwide and from grade to grade and school to school. 15
- Requests for more information about the program. 6
- Criticism of certain programs in a given school. 7

- o Criticism of the instrument (the survey) for being too ambiguous or for not being specific enough. 3

- o Criticism of the selection process and required number of students in certain classes. 3

- o Requests to give extra credit to students participating in Gifted and Talented Programs. 3

All the responses given by parents are recorded in Attachment F-3. Also, a computer file was created with the data received, and it is stored at the University of Texas at Austin Computation Center under the code name 0263 PARENTGT. The layout for this file is presented in Attachment F-4.

ATTACHMENT F-1

82.41

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 11, 1983

Dear Parents:

Enclosed please find a survey designed by the Texas Education Agency (TEA) to be completed by parents of children participating in gifted and talented programs in grades 5, 7, and 9.

The purpose of these questionnaires is to determine the effectiveness of the gifted and talented program. The information that we obtain will help us to modify and improve the program's ability to serve the needs of gifted and talented students.

Please complete the questionnaire and send it to the teacher of the Gifted and Talented program in which your child is participating. A prompt delivery will be appreciated.

If you have any questions concerning the questionnaire, please call Martin Arocena at 458-1228.

Thanks.

Sincerely,

Martín Arocena

Martín Arocena
Gifted and Talented Program Evaluator

MA: lg
Enclosure

6100 GUADALUPE, AUSTIN, TEXAS 78752 512 / 458-1227

PARENT EVALUATION OF THE GIFTED/TALENTED PROGRAM

Dear Parent:

This year your child participated in a program designed to meet the needs of gifted/talented students. Currently, we are evaluating this program in order to improve its effectiveness. You can help us by responding to the following statements and returning the form to your child's teacher. Please feel free to offer additional comments on the back of this form.

Grade level (circle appropriate grade): 5=101 7=8 9=16 Blank=20 2=16 6=2 N=163

Number of years your child has been in the gifted/talented program: _____

0=23 2=38 4=14 6=2 8=1
1=65 3=15 5= 3 7=1 9=1

		Yes	No	Blank
1.	I understand how my child was selected for this program.	140	21	2
2.	I understand what the objectives of this program are.	128	22	13
3.	I understand how this program fits in with the regular classroom work that my child is doing.	133	24	6
4.	I have been invited to visit this program and have been given the opportunity to visit with the program teacher.	97	53	13
5.	My child has the opportunity to explore areas that expand on the regular curriculum.	150	2	11
6.	My child is receiving adequate training in basic skill areas.	141	13	9
7.	It is important that my child receive instruction with children of similar abilities and potential.	148	8	7
8.	My child is not concerned about missing his/her regular classroom time.	91	52	20
9.	This program has helped my child become a more independent learner.	133	15	15
10.	This program has improved my child's ability to solve problems independently.	117	20	26
11.	My child is better able to organize his/her time since entering the program.	104	39	20
12.	My child enjoys school more since he/she was enrolled in the program.	125	18	20

	Yes	No	Blank
13. My child's self confidence has increased since entering this program.	125	25	13
14. My child is having difficulties with friends as a result of his/her participation in this program.	14	144	5
15. My child tells me about activities in this program.	147	9	7
16. I would like my child to continue in this program.	146	13	4
17. This year, I attended parent activities related to problems, needs and/or programs of the gifted/talented students.	47	111	5
18. I benefited from the parent activities related to gifted/talented students.	39	87	37

19. The District is considering a major revision/reorganization of the District gifted/talented program. Do you have any ideas or suggestions on how to enhance this program? Please share them with us.

Ideas and suggestions given by parents are recorded on Attachment F-3.

PARENT EVALUATION OF THE GIFTED/TALENTED PROGRAM

The District is considering a major revision/reorganization of the District gifted/talented program. Do you have any ideas or suggestions on how to enhance this program?

"I have been pleased with the overall variety and quality of offering in G&T English. However, I continue to be convinced that AISD would be better off scrapping the whole misleading concept (most of the kids in these programs, including my own, are not gifted and most all kids have talents) so we don't have some arbitrary limits on the numbers of kids who can qualify for quality classroom experiences. At Casis, for example, so many of the children qualified for the limited number of slots that the selection process was a joke!"

"I feel these programs take a very firm and organized teacher. The students at no time should be allowed to get by with constant disobedience, thus distracting from the learning potential of the rest of the class and making study time or teaching time impossible. This has happened this year.

If a student has such a discipline problem and so little or no respect for his elders and fellow classmates, he has no right to remain in the class - no one has the right to take away another's potential learning right.

Just because an individual is capable of learning or moving through material at a more rapid pace that another doesn't mean they are a 'better' person - in high school this seems to be an issue. The students should feel more responsible with this privilege of a special program and enthusiastic to perform their very best to show their appreciation to the people organizing these programs and the teachers who make it possible."

"Please publicize the availability of such programs to students entering this school district. Counselors should encourage students to take these challenging courses if they feel the student is suitable for the program."

"It is hard to make suggestions about a program which I have no real knowledge of."

"More parent participation."

"More information to parents. More parental and student participation in formulating programs."

"Since I am not well-informed about this program, I don't really have any specific suggestions other than increased information to parents about the programs. Apparently, I was invited to attend a parents' meeting but had schedule conflicts.

I certainly hope you continue with the gifted/talented programs, as well as the magnet program, but I don't have any definite suggestions for enhancements."

"Being a newcomer to the Austin area, I have missed the organizational/ introductory parent meetings; I do not know any specific details about the Austin program, nor was I able to get many details when I first inquired -- I have not met any of Laura's teachers. I do think she's being adequately challenged in many areas, but I would like to know more about the individual academic programs."

"I do not think a child should have to choose between gifted language arts and art enrichment. Art in the public schools is treated like an untouchable: no art teachers K-3; 1 hour once a week for half a year 4-6; 12-week exploratory on alternate days in junior high and not a 'designated elective' for honor graduation in Austin High. Art should be valued creative expression that is encouraged by art teachers. Please put some money into the program."

"My daughter is very frustrated about all the work she must make up (while gone to her gifted classes). The teachers are unhappy about the children (especially my daughter's) being gone from their classes. This feeling is passed on to the children and my daughter feels it's unfair. She had been expected to make everything up the next day. We have tried to work things out with teachers, but no one wants to give up their time with the children and I don't blame them. I would like to see all gifted children in one class or offer the gifted classes before or after school. Things cannot continue like they are. Everything my daughter does is with perfection, and now since she is in gifted she is expected not to make any mistakes in school without getting an X on her performance sheet. The combination of gifted program and performance sheets has created a problem with behavior at home."

"I have really little information regarding what the objectives are; I have never been consulted or brought in in order to understand the program better. No teacher-parent facilitation has been explored. I believe it is important for my child to get this advanced instruction, but I wish to be more involved in the program."

"My child is not in a special program for social studies. She is quite bored - is not challenged - frustrated. I would hope in the future this is corrected."

"As you might conclude from my answers to this questionnaire, I have been quite disappointed in the class in question (it is a 'Point 9' English class at Travis High).

The class began with lots of talk about goals and the future. But over the course of the year, judging by what my daughter has reported, what I have observed by examining her reading and writing assignments, and by what her friends have said, the actual demands made on the students and the level of instruction have been surprisingly low.

I blame the teacher. He has had a group of unusually capable students, bright and eager to learn, and has fallen far short of their potential. It may be--indeed, it probably is--not entirely his fault. To be sure, he has so many students in the class that no one could accomplish much with them; and he has too many classes.

Nevertheless, he has failed to engage the children in probing classroom discussion, and his reading assignments often do not coincide with the actual work that occurs in class. That is, he will assign reading, and will talk about other matters.

Worse, he asks the students to write long essays on the readings, and then returns them <u>without a single comment</u>. They come back with a grade, and that's it. I actually doubt that they have been read.

I make all these comments, I might add, from the point of view of a professor of English at U.T., a former director of the University's interdisciplinary honors program (Plan II), and as the trainer of a great many English teachers for Texas schools.

I have another child, not yet in high school, who has also been in numerous 'gifted and talented' classes, beginning four or five years ago at Linder, continuing through Travis Heights Elementary, and now in Fulmore. These classes have been disappointing, too. I recall the science class at Travis Heights, where the special teacher missed lots of classes and seemed to be good only at declaring his written goals. Too often, these programs are public relations matters for parents, without substance."

"While I recognize that this course is more rigorous than a regular biology course, I don't feel it is demanding enough. I would like to see an outside independent project assigned (e.g., book report, making a model, conducting an experiment, etc.) Also, I feel an occasional essay question on a test is appropriate. I am happy that my child seems to be so interested and stimulated by school. I wish that a greater effort were made to ensure that parents are made aware of course objectives, units, due dates, etc. I want to support the schools, but find it difficult when I am unaware of these things."

"My student participates in this program by taking advanced classes. It is my impression that the advanced classes are not taught so as to take advantage of the opportunity to provide the students with special, advanced instruction. On the contrary, the instructors seem to deal with the classes by assigning more work. The greater number of details is then forgotten within a short time. It is a pity that the instruction is not at a more advanced level so as to give better understanding of the subject."

"1. This evaluation sheet is poorly written for an evaluation of a a high-school course.

2. The work load on a student in these type classes at times is overwhelming with little regard to the homework of other classes. They are pushed every day, usually with no let-up for 9 months, and are exhausted at the end of the year. We hear a lot about teacher burn-out. A student who strives for academic achievement can reach burn-out also.

3. Some of the work, such as coloring worksheets, seems to be busy work and has little value and takes a great deal of time.

4. Sometimes the classes seem short on explanation and long on expectation. A gifted student can learn faster and grasp concepts but still needs proper instruction. They may be in a college-level course but are not college age.

5. Children need encouragement, praise, a reasonable workload and a pleasant atmosphere to learn. These advanced classes should be a place for achievement, not a place where a student feels punished because he is an achiever.

6. These classes do teach a child how to study because they have to in order to survive. That is a benefit even though the class itself may be an unpleasant memory."

"I feel programs for gifted students are too limited. We should spend an amount for each gifted student equal to the amount spent for special education/retarded/problem/pregnant students. My opinion is that Austin's gifted programs are the equivalent of my regular high school classes. I hate to consider the mediocrity of the average class."

"I want to see more of it at more schools - even if the classes could meet only monthly in the lower grade levels - so more kids could be touched and stimulated by these excellent teachers and educational ideas."

"I would appreciate the advantages of G&T continuing into the Jr. High levels! I also would like to see Spanish taught to all students at all grade levels, G&T and regular classes as setup within each school, K-6."

"Continuity of programs between schools is important. To go from Hill to Read to Martin to Anderson and keep track of what level and basic skills have been covered is a non-trivial task."

"Provide programs for gifted/talented systemwide, rather than having the programs depend on the generosity and motivation of teachers.

Instruction in basic skills should be part of any gifted program so that the g/t child does not become less proficient in these skills as 'accelerated work' is emphasized.

Find a 'gift' in every child - or a special interest - which can be encouraged and nurtured.

Change the name.

Change grading system to recognize work in 'accelerated' classes."

"Would appreciate some more emphasis on science."

"I feel 'teacher input' is very important in the reorganization. By 'teacher' I mean the teacher who is presently working with the program."

"I hope somehow in the coming years computer literacy will be included in the Gifted/Talented program. Computers offer limitless possibilities for creativity for all children, and particularly those who are very creative and need avenues for the expression of same. Also, I hope participation in Future Problemsolvers can be continued. I would also look for programs that teach critical thinking, e.g., Great Books; however, I am not pleased with the materials they offer - perhaps the District could organize its own program."

"The important thing is to challenge them. Do not limit or cut back on the program. If anything, expand it! These are the best you've got - don't lose them, either in interest or from AISD."

"Expanded program in area of social studies, science and computer technology for the elementary child."

"Program at LBJ should be expanded into the areas of English and Math with continuity of both teachers trained in these fields with the abilities to deal with gifted children."

"I feel this program is essential for AISD. There are definitely times when students have greater capabilities than their other classmates. I feel these students need to be stimulated to make them strive for better things. I feel the length of time could be expanded to take in more."

"I think the greatest justice we can do to this program is to make it a continuing program which follows the child from school to school. To start a program in one school and bus them to another that doesn't have the program is a great disservice to the child and the teachers at both schools. I also feel it is of utmost importance to work with the teachers who have taken the initiative and done the work to provide a G&T program. Share their program with other teachers. Find out what makes her or him an excellent teacher and try to help the teacher who needs it."

"1. Set up programs for lower grades. Why wait to do something about these children until fourth grade? I feel their needs are just as important as the children who are slow learners or have learning disabilities. Why allow them to become bored or uninterested in school which can cause poor performance or behavioral problems. (I must add that we have been very fortunate that our children have had exceptional teachers through the years and thankfully we have not had the above problem except in one instance).

2. Adapt these programs to the visually handicapped.

3. Mr. Liebick and Mrs. Sawyer are to be highly complimented for their programs this year. They are exceptional and their enthusiasm is contagious.

4. Extend the classes to cover science and social studies."

"Laura has enjoyed this year's higher level thinking class and has benefitted from the program offered. However, I think that the learning opportunities offered to her by this class should not be limited to 'gifted/talented' students. All interested fifth graders could benefit from this class and should have the opportunity to join it."

"I feel that the majority of these questions do not apply to ninth graders or are not relevant to this age. The program has challenged and kept the interest of our child, although she has not always liked the assignments. This is not a top priority for us (her liking the assigrments). We do feel this program needs to be continued."

"It is important to continue grouping by ability. The best situation our child had was in second grade in a total G&T program at Highland Park Elementary under Dr. Chapman and Mrs. Bell. Spending all her day with other similar children was the most challenging. The moving in and out of programs each year depending on the faculty's ability to 'put together' a G&T program is very chaotic and has little continuity. We'd support a magnet school with an emphasis on languages, language arts, math and science. Your questionnaire is difficult to answer; our child was an independent learner, self confident, able to organize her time prior to this year."

"This question is poorly constructed. The responses are directed by the wording of the questions. The information thus obtained is of little significance."

"My personal view is that I would prefer to see the program offered to those who show a particular strength or interest in a specific subject, i.e., an extension of basic curriculum at which they excell. Computer is great for those students interested in math, but why not also incorporate harder math problems."

"I feel the children should have a better understanding of the selection criteria."

"1. For secondary students, elevated grade points for G&T courses.
2. Better communication with parents as to the nature of G&T courses in Travis High School.
3. Eliminate 'minimum number of students in a class' requirement and limit enrollment to those students who meet the criteria for admission.
4. As a parent, I am not fully aware of the criteria for selection of my child for this program and I would like to know."

"1. Students who take G&T Science in 8th grade should receive credit for freshman science if they do well enough in the class to skip 9th grade science and go directly into Biology.
2. These students need to be grouped together in Chemistry and Physics, etc.
3. There is a grading problem. My older son never seemed to study and got an A one semester in Biology. I don't think he did 1/16 of the work my younger son does and he struggles to get a B+ or A-. I mean, he puts in several hours every night!
4. I think a trip to the UT Biology Labs would be great. I think one day of seeing real jobs in scientific areas could be very motivating."

"My only concern is that my child has not received credit to distinguish her participation in the gifted/talented program. I have seen reports where this will change; however, we are moving and the new school does provide extra credit for such courses. Seems the school system could have addressed this problem before now."

"My son has enjoyed most of his advanced classes. I believe he is in 3 this year (10th). They are tough classes and he does not make as good grades as he would if he was in a regular class. I feel it is not fair to these students that are put in these classes that it is not shown on their report card or school record that they are in advanced classes. My son could probably be making all A's, but these classes pull his grade point down. Some students get in easier classes to make better grades. These classes have been good for him, but there again I feel like these special students should have the recognition they deserve."

"Objectives should be written for parents. Activities should be explained (in writing) to parents - such as a beginning-of-the-year list of projects. Regularly sending work home for parent viewing would help parents stay in touch. Recommend a mentor system involving various professions with children going through on rotational basis. Recommend a Great Books-type program for various levels, with mentors joining in."

"Yes, I would suggest having resource people from the University of Texas to visit and tell about their departments and their areas of study."

"Our child's teacher has done an outstanding job as a teacher in this program. She is most enthusiastic and has made learning a fun experience for my son."

"I am very pleased with the program as it now exists and do not feel a major revision/reorganization is necessary."

"We feel this is an extremely important and necessary program and sincerely hope it is continued!"

"The program with which I am most familiar is the High Level Thinking one that operates at Ortega Elementary. I have been impressed with the course of 'study' and the approach to problem solving. Our child has benefitted from the brain-storming, synthesizing, analyzing approach to learning. We feel that these skills incorporated in the HLT program are valid and workable in all areas of life and lifetime learning. We would like to see more of this style of program in the Gifted-Talented curriculum."

"I like:
1. Independent research, reading, and analyzing.
2. Creativity: poems, stories, paragraphs.
3. The excellent teachers who have given so much to Michael."

"I hope that opportunities for these gifted children will continue. My children have all benefitted from these classes, and I hope they will continue to do so."

"As parents, we feel this program is very educational and benefits our daughter greatly in the art world."

"It has been a very benefitting program in view of the budget crisis the school district is in. But I think a broader program is needed. More emphasis should apply on the basic tools - math, reading, and writing. Small items, such as the slide rule in math, and good grammar should be some of the topics offered."

"We were very pleased with the gifted/talented program, particularly the science. David enjoyed and benefitted. We are looking forward to an enhanced program for the sixth grade with even more science."

"I think the program is excellent. I would like to see every child have basic instruction in drawing, composition, color, shading design and perspective as part of their regular school work."

82.41

FILE LAYOUT

☐ LABELED ☐ UNLABELED

LABEL ID PARENTGT

TAPE NO. 0263

BY: MARTIN AROCENA

BLOCKSIZE _____ CHARACTERS

DATE CREATED MAY 83

RECORD SIZE _____ CHARACTERS

DENSITY _____ BPI

SEQUENCE _____

DESCRIPTION TEA PARENT SURVEY 1982-83

REMARKS _____

NO. of COLS.	COLUMNS FROM	COLUMNS TO	DATA FORMAT	FIELD NAME	REMARKS
1	1	1	F1	Grade	Codes 5,7, and 9 were used to identify grades 5,7, and 9 respectively. Code 2 indicates a grade other than 5,7, and 9.
2	2	2		Years	Indicate number of years in the G/T program.
22	3	19	F1	Items 1 to 19	Codes 1 and 2 were used to indicate a "YES" or "NO" answer respectively.

GIFTED AND TALENTED PROGRAM

APPENDIX G

STUDENT SURVEY

82.41

Instrument Description: Student Evaluation of the Gifted and Talented Program.

INSTRUMENT DESCRIPTION:

Brief Description of the instrument:

The survey designed by TEA consisted of sixteen items. The first two identify the grade in which the respondent is enrolled and the number of years in which the respondent has been participating in gifted and talented programs. The items cover various aspects of the program.

To whom was the instrument administered?

To students enrolled in gifted programs in grades five, seven, and nine.

How many times was the instrument administered?

Only once.

When was the instrument administered?

The surveys were mailed to instructors teaching gifted and talented programs in grades five, seven, and nine on April 13, 1983. Teachers passed it on to their students.

Where was the instrument administered?

The instrument was administered at the schools.

Who administered the instrument?

The instrument is self-administered.

What training did the administrators have?

Not applicable.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

Yes. Respondents had difficulties limiting themselves to a "yes" or "no" alternative in some of the items.

Who developed the instrument?

The Texas Education Agency.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No, there are not.

TEA Student Survey

Purpose

A student survey was conducted to fulfill one of the obligations prescribed by the terms of the grant from the Texas Education Agency for support of a demonstration Gifted and Talented Program.

The student survey provides information to address the following decision and evaluation questions:

> Decision Question D1: What components of the present District effort, if any, should be modified or deleted? Should any component be added?
>
> > Evaluation Question D1-1: What are the Gifted/Talented Program characteristics and unique features?

Procedures

TEA designed a survey to be administered to all students in Gifted and Talented classes funded with state monies in grades five, seven, and nine. This survey was sent to 504 students in AISD.

The survey consisted of sixteen items. The first two identify the grade in which the respondent is enrolled and the number of years in the Gifted and Talented Program. The other four items are statements, and respondents were asked to indicate whether they agreed or not by selecting either a "yes" of "no" alternative.

Surveys were sent to the teachers of programs for the gifted who distributed them to their students. When the students had returned the surveys, the teacher mailed them to the District's Office of Research and Evaluation for tabulation and analysis.

In general, the distribution system operated well. The only minor problem was that some completed surveys were received after the deadline prescribed. However, all the surveys were entered into the file. The information collected is stored on a magnetic tape at the University of Texas under the code name 0263 GIFTSTUD. The file format is presented in Attachment G-1.

Some problems were found with the format of the survey. Some students had difficulties answering the items and needed a third alternative to express something other than a "yes" or "no" answer.

The survey used is included in this appendix as Attachment G-2.

Results

Overall, the evaluation of the Gifted and Talented Program by the students was positive. The majority of respondents (90%) understood why they were selected to participate and what the objectives of the program were. Finally, 93% of the respondents said they would like to continue in the gifted and talented program.

A statistical summary of the responses obtained for each item is presented in Attachment G-2.

There were 26 students who wrote comments and opinions. Twenty-five of these responses came from fifth graders expressing their appreciation for the High Level Thinking program and asking that it be continued. The other comment was written by a ninth grader and is critical of the fact that upon enrolling, she was not given information about the Gifted and Talented programs. Also, the student thinks that the classes of the Gifted Program in her school are "purely advanced academic courses." All the comments given by students are included in Attachment G-3.

FILE LAYOUT

☐ LABELED ☐ UNLABELED

LABEL ID GIFTSTU

TAPE NO. 0263

BY: MARTIN AROCENA

BLOCKSIZE _____ CHARACTERS

DATE CREATED 5/83

RECORD SIZE _____ CHARACTERS

DENSITY _____ BPI

SEQUENCE 8/31/83

DESCRIPTION Data collected with TEA's STUDENT EVALUATION OF THE GIFTED AND TALENTED

REMARKS PROGRAM SURVEY.

NO. of COLS.	COLUMNS FROM	COLUMNS TO	DATA FORMAT	FIELD NAME	REMARKS
1	1	1	F1	Grade	Codes 5, 7, and 9 were used for
					grades 5, 7, and 9, respectively.
					Code 2 indicates any other grades.
1	2	2	F1	Number of years	
1	3	3	F1	Item No. 1	Codes 1 and 2 indicate YES and
1	4	4	F1	Item No. 2	NO respectively for all the
1	5	5	F1	Item No. 3	items, 1 to 14
1	6	6	F1	Item No. 4	
1	7	7	F1	Item No. 5	
1	8	8	F1	Item No. 6	
1	9	9	F1	Item No. 7	
1	10	10	F1	Item No. 8	
1	11	11	F1	Item No. 9	
1	12	12	F1	Item No. 10	
1	13	13	F1	Item No. 11	
1	14	14	F1	Item No. 12	
1	15	15	F1	Item No. 13	
1	16	16	F1	Item No. 14	

ATTACHMENT G-2

STUDENT EVALUATION OF THE GIFTED/TALENTED PROGRAM

Dear Student:

We are reviewing the effectiveness of our gifted/talented (G/T) program. We want to know how you would evaluate both the program and its effect on you as a learner. Based upon your participation, indicate whether you agree or disagree with the following statements. Also, feel free to make comments about the program on the back of the form. Thank you for helping us make the program more effective next year.

Grade level (circle appropriate grade): 5=1327=25 9=55 Blank=18 Other Grade=13

Number of years in the gifted/talented program: _____

	Yes	No	Blanks
1. I understand why I was selected to participate in the gifted/talented program.	219	16	8
2. I understand what objectives I am trying to reach in this program.	207	24	12
3. I can apply a lot of what I learn in this program to my regular classroom work.	190	45	8
4. I find the work in this program too easy.	33	194	16
5. I find the work in this program too hard.	20	201	22
6. I have learned research and study skills in this program that help me in other classes.	184	52	7
7. I enjoy working with other students of similar abilities.	227	13	3
8. I am able to keep up in my other classes.	226	10	7
9. I get to do more independent work in this program.	196	41	6
10. As a result of program activities, I find it easier to solve problems.	174	55	14
11. As a result of program activities, I am better able to organize my time.	140	91	12
12. As a result of program activities, I am able to express myself better in writing than I could before.	167	66	10
13. I enjoy school more since I started in this program.	174	53	16
14. I would like to continue in the program.	228	10	5

STUDENT EVALUATION OF THE GIFTED/TALENTED PROGRAM

"I find it challenging."

"You need an in-between column."

"Yes I would like to be in the honors Geometry program." (3 responses)

"The work in this program is just right." (6 responses)

"I think this program is just wonderful!"

"Some students I can't stand. I never could organize my time anyway."

"I don't want to do more independent work."

"I love it."

"I think this program is a very good one because it helps me in my other classes also. In doing report and in Social Studies and Health. I like this class because it is very interesting."

"I think that this program is worth it and I'm glad that we have it because it makes the students think harder and it is for people who are High Level Thinkers. I don't want this program to go to waste because I like it the way it is. I think that this program should be all around the world, because I love this project."

"I don't think that the special G/T programs should be discontinued because I feel that I am learning a lot more than I would have if I would have stayed in class during this hour. I think that more gifted classes should be installed in more schools so that kids can have the same privileges as the students at Harris."

"I feel that we should continue this program because it has helped children solve problems. You can talk to your teacher about any question and not be embarrassed. You can talk to other kids with the same interests and abilities as you have. I think the program is an outlet to get some problems more organized. Please continue this program."

"I think that the G/T programs should be continued. I like them."

"I think all G/T programs should be continued. I think I had a great year or better year with H.L.T., at least better than it would have been."

"I really enjoy the program. It makes my work in my other classroom easier."

"This program is fun and helpful and if it is discontinued it would be a great loss."

"I entered as the first 7th grade G/T English class and the first 8th grade G/T Math class in Victoria. The objectives and selection process were clearly outlined. I transferred to Austin and nothing was explained to me. I wish to continue, but I would rather do more creative work. The classes here are purely advanced academic courses."

"I enjoy High-Level Thinking class very much. The work is much more interesting than the work I had in my other class because it takes more thought. Many of my friends are in the class and we all enjoy working together. I would definitely like to continue the program."

"This is my first year in this class and I am really and truly enjoying it. I would recommend this H.L.T. class to many schools and to please keep them in the schools they are already in."

"H.L.T. helps me with a lot of my work. It helps me get along better with people."

"This is my first year in this class and I really enjoy it. I like working puzzles and all the other things. We have wonderful discussions and go on to high-level topics which you can't do in a normal class."

"I feel that this class is a wonderful experience for me to be involved in. The class lets me go beyond my level of thinking. I would really like to continue this class."

"You learn new concepts. Handle yourself in situations. Gain confidence in yourself. Meet friends and enemies (which teaches you how to regain friendship or 'battle' tactics in 'slight' War).

"I am glad that this gifted/talented program is at Ortega because in other classes if you ask a question the teacher gives you a quick answer like no or yes. My teacher gives you a full, elaborated interesting answer and that one question goes into many more subjects and beyond other levels. I want this to be spread to other schools so gifted people can express more of their ideas."

"I think H.L.T. is fun, but we are not in here to have fun, we're here to learn, and I think I am learning alot in here. I get to do more things by myself and I'm learning alot about things I didn't know - for example, The Underwater Community, I didn't know alot about that. And my parents are glad I am in this class. They think now I'm smarter. Before I wasn't getting good grades and the teacher and I talked it over and gave me confidence that I could get better grades by doing more work and elaborate on things I had to do, and I did. I was getting better and my family is proud of that. That's why I still want to be in H.L.T. and let there by H.L.T. in other schools and have it next year."

"I would like to participate in this class again next year because it's a class I can look forward to. It is fun but also it's very interesting and a great learning experience. Honestly, I like it because it has a lot of my friends in it and I do better work when I am around my friends."

"I think that this is such a wonderful class. I learn so much. If they did not have it I would be so disappointed. You can ask high level questions and get a high level answer. This program allows me to use my imagination and go beyond normal elementary curriculum."

"I find working with my colleagues in a H.L.T. program very rewarding. The time I spend in this class is well spent time."

"I would love to continue in this gifted class, and I think other people would benefit if there were more. I really want to stress the fact that I am able to use the skills I am taught in this classroom in my other classes. If this talented program is not continued I will not be able to express myself more often and be able to go beyond my regular thoughts. As you can see, I am very absorbed in this program. Please continue this program."

"I like this gifted thinking program because I can think more. It helps me think more and put more thought into a question than I normally would in class. I learn more than I usually do, and I like being fooled and fooling other people with brainteasers.

Another competition I am interested in in High Level Thinking is the Future Problem Solving test. It also allows you to elaborate your thinking. I also like the subjects used in them because they give you a broad variety. Yes, this is it, High Level Thinking, where gifted people can feel free to think. I couldn't miss a class, I like it so much. I hope I will be able to join Masterschool this summer. I also can't wait to go to Malibu Grand Prix."

"I enjoy H.L.T. and want it to go on for my sister, my friend's brother, etc. I enjoy my friends here and want to stay. H.L.T. is fun and exciting, especially with my teacher here.

"I think this program is very fun and interesting. I hope I can be in it next year. I have learned a lot in this program."

"I think that we should continue this program because it really does help us learn, work out other problems, and think. I really love this program. And I think if students like us can work and think harder than others we should have this program, because this is really helping us."

"I feel that this class could be both educational and informative and is a good idea."

"I think it would be good to have a faster class for faster students."

"I don't think enough people would sign up for the class."

"What should I be learning in this program? Some subjects, especially English, need to be upgraded."

GIFTED AND TALENTED PROGRAM

APPENDIX H

ACTIVITIES OF THE
GIFTED AND TALENTED EDUCATION TEACHERS

82.41

Instrument Description: Gifted and Talented Activities of Teachers.

Brief description of the instrument:

The Gifted and Talented Activities Form consisted of two parts. The first part asked respondents to identify the area of giftedness in which they worked. The second part was a list of activities, and teachers were asked to mark those in which they were involved.

To whom was the instrument administered?

To state-funded teachers of the gifted and talented students.

How many times was the instrument administered?

Only once.

When was the instrument administered?

It was sent to teachers on May 9, 1983.

Where was the instrument administered?

It was sent to the Office of Gifted and Talented Education where the teachers have their offices.

Who administered the instrument?

It was self-administered.

What training did the administrators have?

Not applicable.

Was the instrument administered under standardized conditions?

Unknown.

Were there problems with the instrument or the administration that might affect the validity of the data?

None.

Who developed the instrument?

The Office of Research and Evaluation.

Are there norm data available for interpreting the results?

None available.

Activities of the Gifted and Talented Education Teachers

Purpose

A survey was conducted to address the following decision and evaluation questions:

> Decision Question D1: What components of the present District effort, if any, should be modified or deleted? Should any components be added?
>
> > Evaluation Question D1-8: How were the District-funded teachers of gifted education utilized? What services did they provide?
> >
> > Evaluation Question D1-7: How were the state-funded teachers and counselors of gifted education utilized? What services did they provide?

Procedures

A survey was conducted to address the questions stated. Each staff member from the Gifted and Talented Office was asked to complete a checklist. This checklist consisted of two parts. Part A identified the position of the respondent and the area of giftedness in which they worked. Part B provided a list of activities. The staff surveyed were asked to select the activities in which they were involved during the school year. The checklist was developed by the Office of Research and Evaluation, and it was designed with information obtained from previous informal interviews with the Gifted and Talented staff. Attachment H-1 presents a copy of the instrument used.

Findings

There were thirteen professionals employed by the District's Office of Gifted and Talented Education. One of these was the Gifted and Talented Education Coordinator who resigned in December 1982 and was not replaced until June 1983.

In total, eleven surveys were completed and sent to ORE for tabulation and analyses. Of the surveys received, seven belonged to state-funded staff and four were District-funded personnel.

Figure H-1 presents the occupations reported by respondents and their source of funding.

Number	Occupation reported	Source of funding
2	teacher/planner	State
1	teacher	State
2	program manager	State
1	substitute teacher	State
1	counselor	State
1	planner	State
3	teacher	District
1	program manager	District

FIGURE H-1. NUMBER OF OCCUPATIONS REPORTED BY SOURCE OF FUNDING.

Figure H-2 shows the areas of giftedness in which the respondents of the Checklist of Activities said they worked and the source of funding.

Number	Area of giftedness	Source of funding
1	creative/productive thinking	District
1	computers	District
1	art (museum education)	District
1	science	District
1	creative and productive thinking	State
1	science	State
1	early childhood	State
1	future problem solving	State
1	high-level thinking	State
1	all areas	State

FIGURE H-2. G/T AREAS OF MAJOR RESPONSIBILITY OF STAFF

Part B of the Checklist of Activities consists of a list of fourteen identified activities and one "other" alternative. Personnel from the Gifted and Talented Office were asked to mark the activities in the list which corresponded to the services they provided during the 1982-83 school year. Figure H-3 shows the activities listed and the number of teachers and/or counselors who marked the item.

	N of S*	N of D**	Activities and Services
1.	4	3	Taught courses for the Gifted/Talented students.
2.	6	3	Provided inservice training for District's teachers related to Gifted/Talented education.
3.	4	3	Developed curriculum materials for Gifted/Talented courses.
4.	4	-	Trained parents of Gifted and Talented students.
5.	4	-	Managed Gifted and Talented Programs (as a supervisor or contact person).
6.	7	1	Received inservice training on Gifted and Talented Education.
7.	7	3	Attended conferences related to Gifted/Talented Education.
8.	1	-	Reviewed Program Plans submitted to the Gifted and Talented Office.
9.	3	2	Submitted Program Plans.
10.	2		Counseled students.
11.	6	1	Edited the magazine of Gifted and Talented students works.
12.	6	2	Contributed to Gifted/Talented newsletter, "Quest"
13.	2	-	Organized Gifted and Talented Programs in the schools (i.e., helped teachers to start courses for the gifted).
14.	3	-	Participated in the organization of Gifted/Talented activities at the state level (i.e., state competitions).

* Number of State-funded Teachers ** Number of District-funded Teachers

FIGURE H-3. ACTIVITIES AND SERVICES OF THE GIFTED AND TALENTED OFFICE STAFF.

In addition to the activities and services indicated in Figure H-3, four respondents also chose the "other" alternative. Those respondents who marked the "other" alternative were asked to specify. The activities and/or services indicated and the source of funding were the following:

Teacher A, District-funded:	Represented the District by presenting at statewide conferences on gifted education. Published newsletter statewide highlighting the accomplishments of gifted students. Elicited University of Texas support and sponsorship for a statewide meeting of gifted youngsters co-sponsored by the AISD. Produced educational materials for use in Gifted Programs here in AISD and around the state.
Teacher B, State-funded:	Represented the District by presenting at statewide conferences on Gifted Education. Published newsletter statewide highlighting the accomplishments of gifted students.
Teacher C, State-funded:	Presented at a regional conference.
Teacher D, State-funded:	Correspondence with teachers and parents.

82.41 AUSTIN INDEPENDENT SCHOOL DISTRICT ATTACHMENT H-1
Office of Research and Evaluation

May 9, 1983

TO: State Funded Teachers of Gifted/Talented Education

FROM: Martín Arocena

SUBJECT: Activities During the 1982-83 School Year

The research design for the evaluation of the State's Gifted and Talented Program includes the following research questions: "How were the State funded teachers and counselor utilized?" and "What services did they provide?"

To complete this component of the report, please indicate what types of activit'es and services you were involved with during the 1982-83 school year.

A. I WORK AS A (please mark what corresponds): ____TEACHER ____COUNSELOR

____ TEACHER'S AIDE ____OTHER: _____

THE AREA(S) OF GIFTEDNESS I WORK WITH IS (ARE):_____

B. LIST OF ACTIVITIES AND SERVICES. (Please mark what corresponds)

____ TAUGHT COURSES FOR THE GIFTED/TALENTED STUDENTS.

____ PROVIDED INSERVICE TRAINING FOR DISTRICT'S TEACHERS RELATED TO GIFTED/TALENTED EDUCATION.

____ DEVELOPED CURRICULUM MATERIALS FOR GIFTED/TALENTED COURSES.

____ TRAINED PARENTS OF GIFTED/TALENTED STUDENTS.

____ MANAGED GIFTED/TALENTED PROGRAMS (as a supervisor or contact person).

____ RECEIVED INSERVICE TRAINING ON GIFTED/TALENTED EDUCATION.

____ ATTENDED CONFERENCES RELATED TO GIFTED/TALENTED EDUCATION.

____ REVIEWED PROGRAM PLANS SUBMITTED TO THE GIFTED/TALENTED OFFICE.

____ SUBMITTED PROGRAM PLANS.

____ COUNSELED STUDENTS.

____ EDITED THE MAGAZINE OF GIFTED/TALENTED STUDENTS' WORKS.

____ CONTRIBUTED TO THE GIFTED/TALENTED NEWSLETTER "QUEST."

____ ORGANIZED GIFTED/TALENTED PROGRAMS IN THE SCHOOLS (i.e., helped teachers to start Gifted/Talented courses).

____ PARTICIPATED IN THE ORGANIZATION OF GIFTED/TALENTED ACTIVITIES AT THE STATE LEVEL (i.e., state competitions).

____ OTHER (please specify):

Approved: Fred D. Wilcox
Director, Research and Evaluation

Approved: Ruth W. Winters
Asst. Superintendent, Elementary Ed.

Approved: Lawrence Buford
Asst. Superintendent, Secondary Ed.

Please return to:

Martin Arocena
Administration Building
Box 79